



UNDERGRADUATE EDUCATION COMMITTEE (UEC)

May 20, 2016 - 10:00 AM

A225

AGENDA

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#### 1. APPROVAL OF THE AGENDA

#### 2. APPROVAL OF UEC MINUTES

3 - 6      2.1. UEC draft minutes: April 22, 2016

#### 3. COURSE OUTLINES

##### 7 - 79      3.1. English

Discontinuation: ENGL 229, 230, 231, 250, 254, 255, 256, 263, 264, 274, 372

Change to prerequisites: ENGL 200, 204, 205, 206, 207, 209, 214, 216, 225, 228, 270, 275

Change to prerequisites: ENGL 233/THEA 203, ENGL 234/THEA 204

Review with changes including prerequisites: ENGL 220, 226, 227, 240, 245, 280

MOTION: To approve the ENGL course outlines and discontinuations as presented.

##### 80 - 91      3.2. Theatre

Changes including title: THEA 121, 123

MOTION: To approve the THEA course outlines as presented.

##### 92 - 96      3.3. Chemistry

New course: CHEM 410

MOTION: To approve the CHEM 410 course outline as presented with a review date of January 2017.

CARRIED BY EMAIL VOTE MAY 6, 2016

MOTION: That a full course review of CHEM 410 be completed by January 2017, or UEC will move to discontinue the course.

CARRIED BY EMAIL VOTE MAY 6, 2016

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**4. PROGRAMS**

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**4.1. Geography**

Change to program: Geographic Information Systems certificate

MOTION: To approve the changes to the Geographic Information Systems certificate program, effective January 2017.

**5. OTHER BUSINESS/DISCUSSION ITEMS**

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**5.1. Graduate-level courses as part of undergraduate programs**

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**5.2. Guiding Principles for Quality Curriculum**

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**5.3. Procedures for program and course approval**

**5.4. Policy Subcommittee report**

**5.5. Admissions Subcommittee report**

**5.6. Transfer Credit Subcommittee report**

**6. ADJOURNMENT**



## **UNDERGRADUATE EDUCATION COMMITTEE (UEC) MEETING**

April 22, 2016  
10:00 AM - A225  
Abbotsford Campus

### **DRAFT MINUTES**

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**PRESENT:** Sue Brigden, Rhonda Colwell, Heather Comeau, John English, Jody Gordon, Shirley Hardman, Arlene Leon, David McGuire, Rod McLeod, Samantha Pattridge, Eric Spalding  
**ABSENT:** Donna Alary, Maria Bos-Chan, Gurbir Brar, Vlad Dvoracek, Peter Geller, Nancy Goad, Stan Manu, Steven Marsh, Kate McCulloch, Lisa Moy, Kirsten Robertson, Maureen Wideman, Simon Xi  
**GUESTS:** C. Jensen, A. Johnston, S. MacMath  
**RECORDER:** Amanda Grimson

#### **1. APPROVAL OF THE AGENDA**

#### **2. APPROVAL OF UEC MINUTES**

2.1. UEC draft minutes: March 18, 2016

**MOTION:**

To approve the draft minutes as presented.  
CARRIED

#### **3. COURSES AND PROGRAMS**

##### **3.1. Arts: Course outlines**

New course: ARTS 101, BA Portfolio I

New course: ARTS 201, BA Portfolio II

New course: ARTS 301, BA Portfolio III

New course: ARTS 401, BA Portfolio IV

**MOTION:**

To approve the new ARTS courses as presented.  
CARRIED

##### **3.2. Business: Course outlines**

Changes including prerequisites: BUS 203

Discontinuation: BUS 206

Changes including title, credits, and total hours: BUS 226/ECON 226

Changes including prerequisites: BUS 227

**MOTION:**

To approve the changes to the BUS course outlines as presented.  
CARRIED

##### **3.3. Kinesiology: Course changes**

Change to course code: KPE to KIN

UEC Draft Minutes  
22 Apr 2016

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**MOTION:**

To approve the change in principle of Kinesiology course listings from KPE to KIN, to be completed when all revised course outlines are submitted.

CARRIED

**3.4. Kinesiology: Program changes**

Change to entrance requirements: Bachelor of Kinesiology

Minor revisions will be required due to implementation of the English language proficiency policy changes. A. Johnston (Kinesiology department representative) will provide revised documents for submission to Senate.

**MOTION:**

To recommend approval of the changes to the Bachelor of Kinesiology entrance requirements as presented, effective January 2017.

CARRIED

**3.5. Education: Course changes**

Discontinuation of EDUC cross-listing: EDUC 230/LIBT 230

Discontinuation of EDUC cross-listing: EDUC 275/FNST 275

Discontinuation of EDUC cross-listing: EDUC 323/HIST 323

Discontinuation of EDUC cross-listing: EDUC 333/SOC 333

Discontinuation of EDUC cross-listing: EDUC 362/PHIL 362

Discontinuation of EDUC cross-listing: EDUC 379/ENGL 379

Discontinuation of EDUC cross-listing: EDUC 433/SOC 433

It was noted that one of the comments in the attached document, that "UFV seems committed to improving and streamlining the [cross-listing] system", is incorrect. The intent is actually to eventually remove cross-listing, not to expand this system.

**MOTION:**

To formally recognize that the discipline code EDUC is designated for courses with the exclusive approval of the Teacher Education department.

CARRIED

**MOTION:**

To approve the discontinuation of EDUC cross-listings as presented.

CARRIED

**3.6. Social Work and Human Services: Program changes**

Change to program requirements: Social Services diploma and Social Services diploma - First Nations option

**MOTION:**

To approve the changes to the Social Services diploma and Social Services diploma - First Nations option program requirements as presented, effective September 2016.

CARRIED

**4. OTHER BUSINESS/DISCUSSION ITEMS**

**4.1. Short Programs Subcommittee: Recommendations progress report**

This is one year after the initial report. S. Murray reviewed the progress that has been made on the various recommendations. Several of the recommendations will be addressed by revisions to the Graduation Awards policy (64) and Subsequent degree policy (98).

In addition to the updates included in the report, S. Murray noted that recommendation #6, that students graduating with a degree cannot retroactively apply for a short program credential, will not prohibit concurrent credentials.

This update will be included in UEC's annual report to Senate.

**MOTION:**

To accept the update on the Short Programs Subcommittee's report, and forward to Senate as information.

CARRIED

**4.2. Admissions Subcommittee report**

There was no report from this subcommittee.

**4.3. Curriculum Quality Subcommittee report**

S. Pattridge and S. Murray are in the process of taking this report to the various Faculty Councils, Dean's Council, APPC, GSC, etc. for feedback.

**4.4. Transfer Credit Subcommittee report**

There was no report from this subcommittee.

**4.5. Policy Subcommittee report**

There was no report from this subcommittee.

**4.6. Graduation Awards policy (64)**

S. Murray reviewed the proposed Graduation Awards policy (now titled Credentials), which is currently out for consultation.

Upon approval of this policy, the existing type A (30-60 credits) and type B (5-30 credits) will be replaced with associate certificates (9-17 credits) and certificates (18-45 credits or 150 contact hours). Post-degree programs will be known as post-baccalaureate certificates or diplomas.

It was noted that graduate-level credentials include courses at the 700 level, not 600 level.

UEC Draft Minutes  
22 Apr 2016

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**4.7. Subsequent and Concurrent Bachelor Degree policy (98)**

S. Murray reviewed the proposed Subsequent and Concurrent Bachelor Degree policy, which is in its second round of consultation. This is a combination of the previous Subsequent Degree policy and a previously-proposed Concurrent Degree policy.

**4.8. UEC Chair**

R. McLeod will likely not be continuing as UEC Chair next year. The Chair must be a faculty member.

**5. INFORMATION ITEMS**

- 5.1. Minor course changes** (outlines will be available at [www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines))  
CIS 100

**6. ADJOURNMENT**

The meeting was adjourned at 11:23 am.

**Memo for Course Changes**

To: **College of Arts Council, College of Arts Curriculum Committee, Jacqueline Nolte, Ken Brealey**

From: **Hilary Turner, Department Head (English)**

Date: **November 2, 2015**

Subject: **Proposal for revision of ENGL 229**

1. Summary of changes (select all that apply):

- ☐ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☐ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☐ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☒ **Discontinuation of course**
- ☐ Other – Please specify:

2. Rationale for change: **This course was only offered once, in 201209, and was cancelled.**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **n/a**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **n/a**

5. Which program areas have been consulted about the change(s)? **n/a**

6. What consideration has been given to indigenizing the curriculum? **n/a**

7. If this course is not eligible for PLAR, explain why: **n/a**

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

- a. Credit value: **n/a**
- b. Class size limit: **n/a**
- c. Frequency of offering: **n/a**
- d. Resources required (labs, equipment): **n/a**

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **n/a**

10. Estimate of the typical costs for this course, including textbooks and other materials: **n/a**

**Memo for Course Changes**

To: **College of Arts Council, College of Arts Curriculum Committee, Jacqueline Nolte, Ken Brealey**

From: **Hilary Turner, Department Head (English)**

Date: **January 13, 2016**

Subject: **Proposal for revision of ENGL 230**

1. Summary of changes (select all that apply):

- ☐ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☐ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☐ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☒ **Discontinuation of course**
- ☐ Other – Please specify:

2. Rationale for change: **THEA 203/ENGL 233 is now offered in place of this course.**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **n/a**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **n/a**

5. Which program areas have been consulted about the change(s)? **n/a**

6. What consideration has been given to indigenizing the curriculum? **n/a**

7. If this course is not eligible for PLAR, explain why: **n/a**

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

- a. Credit value: **n/a**
- b. Class size limit: **n/a**
- c. Frequency of offering: **n/a**
- d. Resources required (labs, equipment): **n/a**

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **n/a**

10. Estimate of the typical costs for this course, including textbooks and other materials: **n/a**



**Memo for Course Changes**

To: **College of Arts Council, College of Arts Curriculum Committee, Jacqueline Nolte, Ken Brealey**

From: **Hilary Turner, Department Head (English)**

Date: **January 13, 2016**

Subject: **Proposal for revision of ENGL 231**

1. Summary of changes (select all that apply):

- ☐ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☐ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☐ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☒ **Discontinuation of course**
- ☐ Other – Please specify:

2. Rationale for change: **ENGL 234/THEA 204 is now offered in place of this course.**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **n/a**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **n/a**

5. Which program areas have been consulted about the change(s)? **n/a**

6. What consideration has been given to indigenizing the curriculum? **n/a**

7. If this course is not eligible for PLAR, explain why: **n/a**

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

- a. Credit value: **n/a**
- b. Class size limit: **n/a**
- c. Frequency of offering: **n/a**
- d. Resources required (labs, equipment): **n/a**

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **n/a**

10. Estimate of the typical costs for this course, including textbooks and other materials: **n/a**

**Memo for Course Changes**

To: **College of Arts Council, College of Arts Curriculum Committee, Jacqueline Nolte, Ken Brealey**

From: **Hilary Turner, Department Head (English)**

Date: **November 2, 2015**

Subject: **Proposal for revision of ENGL 250**

1. Summary of changes (select all that apply):

- ☐ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☐ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☐ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☒ **Discontinuation of course**
- ☐ Other – Please specify:

2. Rationale for change: **This course has not been offered since 200409, and only filled successfully in 200101.**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **n/a**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **n/a**

5. Which program areas have been consulted about the change(s)? **n/a**

6. What consideration has been given to indigenizing the curriculum? **n/a**

7. If this course is not eligible for PLAR, explain why: **n/a**

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

- a. Credit value: **n/a**
- b. Class size limit: **n/a**
- c. Frequency of offering: **n/a**
- d. Resources required (labs, equipment): **n/a**

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **n/a**

10. Estimate of the typical costs for this course, including textbooks and other materials: **n/a**

**Memo for Course Changes**

To: **College of Arts Council, College of Arts Curriculum Committee, Jacqueline Nolte, Ken Brealey**

From: **Hilary Turner, Department Head (English)**

Date: **November 2, 2015**

Subject: **Proposal for revision of ENGL 254**

1. Summary of changes (select all that apply):

- ☐ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☐ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☐ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☒ **Discontinuation of course**
- ☐ Other – Please specify:

2. Rationale for change: **This course was offered four times, but never filled successfully. It has not been offered since 201001.**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **n/a**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **n/a**

5. Which program areas have been consulted about the change(s)? **n/a**

6. What consideration has been given to indigenizing the curriculum? **n/a**

7. If this course is not eligible for PLAR, explain why: **n/a**

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

- a. Credit value: **n/a**
- b. Class size limit: **n/a**
- c. Frequency of offering: **n/a**
- d. Resources required (labs, equipment): **n/a**

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **n/a**

10. Estimate of the typical costs for this course, including textbooks and other materials: **n/a**

**Memo for Course Changes**

To: **College of Arts Council, College of Arts Curriculum Committee, Jacqueline Nolte, Ken Brealey**

From: **Hilary Turner, Department Head (English)**

Date: **November 2, 2015**

Subject: **Proposal for revision of ENGL 255**

1. Summary of changes (select all that apply):

- ☐ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☐ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☐ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☒ **Discontinuation of course**
- ☐ Other – Please specify:

2. Rationale for change: **This course was offered three times, but never filled successfully. It has not been offered since 200905.**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **n/a**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **n/a**

5. Which program areas have been consulted about the change(s)? **n/a**

6. What consideration has been given to indigenizing the curriculum? **n/a**

7. If this course is not eligible for PLAR, explain why: **n/a**

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

- a. Credit value: **n/a**
- b. Class size limit: **n/a**
- c. Frequency of offering: **n/a**
- d. Resources required (labs, equipment): **n/a**

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **n/a**

10. Estimate of the typical costs for this course, including textbooks and other materials: **n/a**

**Memo for Course Changes**

To: **College of Arts Council, College of Arts Curriculum Committee, Jacqueline Nolte, Ken Brealey**

From: **Hilary Turner, Department Head (English)**

Date: **November 2, 2015**

Subject: **Proposal for revision of ENGL 256**

1. Summary of changes (select all that apply):

- ☐ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☐ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☐ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☒ **Discontinuation of course**
- ☐ Other – Please specify:

2. Rationale for change: **This course was offered six times, but has not filled successfully since 200909. It was cancelled in 201305 and 201409, the last two times it was offered.**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **n/a**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **n/a**

5. Which program areas have been consulted about the change(s)? **n/a**

6. What consideration has been given to indigenizing the curriculum? **n/a**

7. If this course is not eligible for PLAR, explain why: **n/a**

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

- a. Credit value: **n/a**
- b. Class size limit: **n/a**
- c. Frequency of offering: **n/a**
- d. Resources required (labs, equipment): **n/a**

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **n/a**

10. Estimate of the typical costs for this course, including textbooks and other materials: **n/a**

**Memo for Course Changes**

To: **College of Arts Council, College of Arts Curriculum Committee, Jacqueline Nolte, Ken Brealey**

From: **Hilary Turner, Department Head (English)**

Date: **November 2, 2015**

Subject: **Proposal for revision of ENGL 263**

1. Summary of changes (select all that apply):

- ☐ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☐ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☐ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☒ **Discontinuation of course**
- ☐ Other – Please specify:

2. Rationale for change: **This course has been offered five times, but has not filled successfully since 200701.**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **n/a**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **n/a**

5. Which program areas have been consulted about the change(s)? **n/a**

6. What consideration has been given to indigenizing the curriculum? **n/a**

7. If this course is not eligible for PLAR, explain why: **n/a**

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

- a. Credit value: **n/a**
- b. Class size limit: **n/a**
- c. Frequency of offering: **n/a**
- d. Resources required (labs, equipment): **n/a**

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **n/a**

10. Estimate of the typical costs for this course, including textbooks and other materials: **n/a**

**Memo for Course Changes**

To: **College of Arts Council, College of Arts Curriculum Committee, Jacqueline Nolte, Ken Brealey**

From: **Hilary Turner, Department Head (English)**

Date: **November 6, 2015**

Subject: **Proposal for revision of ENGL 264**

1. Summary of changes (select all that apply):

- ☐ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☐ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☐ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☒ **Discontinuation of course**
- ☐ Other – Please specify:

2. Rationale for change: **This course has been replaced by ENGL 200. ENGL 264 is listed as an optional prerequisite for ENGL 364, but ENGL 364 will be revised this later this year.**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **n/a**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **This is an *optional* course in the BFA program for students completing a double extended minor. The BFA advisor has been notified of our intention to discontinue this course.**

5. Which program areas have been consulted about the change(s)? **n/a**

6. What consideration has been given to indigenizing the curriculum? **n/a**

7. If this course is not eligible for PLAR, explain why: **n/a**

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

- a. Credit value: **n/a**
- b. Class size limit: **n/a**
- c. Frequency of offering: **n/a**
- d. Resources required (labs, equipment): **n/a**

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **n/a**
10. Estimate of the typical costs for this course, including textbooks and other materials: **n/a**



**Memo for Course Changes**

To: **College of Arts Council, College of Arts Curriculum Committee, Jacqueline Nolte, Ken Brealey**

From: **Hilary Turner, Department Head (English)**

Date: **November 2, 2015**

Subject: **Proposal for revision of ENGL 274**

1. Summary of changes (select all that apply):

- ☐ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☐ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☐ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☒ **Discontinuation of course**
- ☐ Other – Please specify:

2. Rationale for change: **This course has only been offered once, in 200801, and was cancelled.**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **n/a**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **n/a**

5. Which program areas have been consulted about the change(s)? **n/a**

6. What consideration has been given to indigenizing the curriculum? **n/a**

7. If this course is not eligible for PLAR, explain why: **n/a**

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

- a. Credit value: **n/a**
- b. Class size limit: **n/a**
- c. Frequency of offering: **n/a**
- d. Resources required (labs, equipment): **n/a**

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **n/a**

10. Estimate of the typical costs for this course, including textbooks and other materials: **n/a**

**Memo for Course Changes**

To: **College of Arts Council, College of Arts Curriculum Committee, Jacqueline Nolte, Ken Brealey**

From: **Hilary Turner, Department Head (English)**

Date: **November 2, 2015**

Subject: **Proposal for revision of ENGL 372**

1. Summary of changes (select all that apply):

- ☐ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☐ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☐ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☒ **Discontinuation of course**
- ☐ Other – Please specify:

2. Rationale for change: **This course has not been offered since 200609; the department lacks an instructor for this course.**

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **n/a**

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **n/a**

5. Which program areas have been consulted about the change(s)? **n/a**

6. What consideration has been given to indigenizing the curriculum? **n/a**

7. If this course is not eligible for PLAR, explain why: **n/a**

8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

- a. Credit value: **n/a**
- b. Class size limit: **n/a**
- c. Frequency of offering: **n/a**
- d. Resources required (labs, equipment): **n/a**

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **n/a**

10. Estimate of the typical costs for this course, including textbooks and other materials: **n/a**

**Memo for Course Changes****To: CACC and UEC****From: Hilary Turner****Date: January 26, 2016**

**Subject: Proposal for revision of ENGL 200 (Introduction to Literary Critical Methods), ENGL 204 (Medieval English Literature), ENGL 205 (Early Modern English Literature), ENGL 206 (The Long Eighteenth Century), ENGL 207 (Victorian and Modern Literature), ENGL 209 (The Structure of the English Language), ENGL 214 (Writing and Rhetorical Theory), ENGL 216 (Introduction to Shakespeare), ENGL 225 (Classical Literature in Translation), ENGL 228 (Topics in Aboriginal Literature), ENGL 270 (Topics in Popular Fiction), and ENGL 275 (Literature and Ecology).**

1. Summary of changes (select all that apply):
  - ☐ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☐ Calendar description
  - ☒ **Prerequisites and/or co-requisites.** Please note: **These courses are not yet due for their six-year review; only the prerequisites were addressed in this revision.**
  - ☐ Frequency of course offering
  - ☐ Learning outcomes
  - ☐ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: **The English department has noted a decrease in registration for 200-level classes, and wanted to remove barriers that may be causing this.**
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **n/a**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **n/a**
5. Which program areas have been consulted about the change(s)? **n/a**
6. What consideration has been given to indigenizing the curriculum? **When these courses are due for their six-year review, we will implement individualized indigenizing components.**
7. If this course is not eligible for PLAR, explain why: **n/a**
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value **n/a**

- b. Class size limit **n/a**
  - c. Frequency of offering **n/a**
  - d. Resources required (labs, equipment) **n/a**
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **n/a**
10. Estimate of the typical costs for this course, including textbooks and other materials: **\$150**



ORIGINAL COURSE IMPLEMENTATION DATE: May 2014  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) May 2020  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 200                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Introduction to Literary Critical Methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This course will focus on strategies for reading literature and writing literary critical essays. The course will include instruction in the conventions of the literary essay, and students will be guided in reading and writing about the three major genres: fiction, poetry, and drama.                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | One of the following: (any two 100-level English courses numbered ENGL 105 or higher) or (B or better in ENGL 105).                                                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>30</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30 | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Maximum enrolment (for information only):</b> 28<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Twice per year                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Hilary Turner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> November 6, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> March 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 20, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

1. Define and discuss the formal elements of poetry, fiction, and drama.
2. Identify the dominant features and key patterns in a given work of poetry, fiction, and drama.
3. Apply discursive conventions to the literary critical essay through guided response to selected secondary sources (literary critical articles).
4. Demonstrate facility with standard editing practices and conventions of usage such as those outlined in the MLA Guide.
5. Summarize reasons scholars study literature and the types of questions they ask of it.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

Lectures, seminar discussions, student presentations, screenings, individual directed learning

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

| Author (surname, initials) | Title (article, book, journal, etc.)            | Current ed.              | Publisher | Year |
|----------------------------|-------------------------------------------------|--------------------------|-----------|------|
| 1. Griffith, K.            | Writing Essays About Literature                 | <input type="checkbox"/> |           |      |
| 2. Wilfred L. Guerin et al | A Handbook to Critical Approaches to Literature | <input type="checkbox"/> |           |      |
| 3. Swift, J.               | Gulliver's Travels                              | <input type="checkbox"/> |           |      |
| 4. Shelley, M.             | Frankenstein                                    | <input type="checkbox"/> |           |      |
| 5. Joseph Kelly, Ed.       | The Seagull Reader                              | <input type="checkbox"/> |           |      |
| 6. Sophocles               | Oedipus Rex                                     | <input type="checkbox"/> |           |      |
| 7. Shakespeare, W.         | King Lear                                       | <input type="checkbox"/> |           |      |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

n/a

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 15% | Assignments: | 70% | Midterm exam:     | 15% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):** Essays totaling 4000 words (70%)

**Typical Course Content and Topics**

|               |                                                                                                                |
|---------------|----------------------------------------------------------------------------------------------------------------|
| Week 1        | Introduction to the elements of fiction                                                                        |
| Week 2 – 3    | Jonathan Swift, Gulliver's Travels                                                                             |
| Week 4        | Mary Shelley, Frankenstein                                                                                     |
| Week 5        | Introduction to the elements of poetry                                                                         |
| Week 6 – 8    | Selection of poems from anthology, to include examples of the lyric, dramatic monologue, and epic (selections) |
| Week 9        | Introduction to the elements of drama                                                                          |
| Weeks 10 – 11 | Sophocles, Oedipus Rex                                                                                         |
| Weeks 12 – 13 | Shakespeare, King Lear                                                                                         |



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2005  
**REVISED COURSE IMPLEMENTATION DATE:** January 2017  
**COURSE TO BE REVIEWED: (six years after UEC approval)** September 2019  
**Course outline form version: 09/15/14**

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 204                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Medieval English Literature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><br>This course is a survey of major authors, works, and genres in Old and Middle English literature. Students will gain an elementary knowledge of Middle English and explore the religious, social, and ethical concerns of medieval writers.                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | One of the following: (any two 100-level English courses numbered ENGL 105 or higher) or (B or better in one of the following: ENGL 108, 115, 120, 130, 150, or 170).                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                 |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td style="text-align: right;">45</td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 45 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Maximum enrolment (for information only):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Hilary Turner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date approved:</b> November 6, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of posting:</b> March 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date of meeting:</b> May 20, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

ENGL 204

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

1. Discuss significant developments in medieval English literature.
2. Demonstrate knowledge of the dominant genres and representative works of medieval English literature.
3. Gain basic proficiency in Middle English vocabulary, grammar, and syntax
4. Write literary analysis using appropriate scholarly conventions and research methods.
5. Participate appropriately in class through informal discussions and/or formal presentations.
6. Demonstrate knowledge of social and historical contexts relevant to course materials.
7. Recognize personal responses to literature and discuss how literature evokes affective responses.

## Prior Learning Assessment and Recognition (PLAR)

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

## Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Lecture/discussion; seminar presentations

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

## Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

| Author (surname, initials)    | Title (article, book, journal, etc.)                                          | Current ed.              | Publisher | Year |
|-------------------------------|-------------------------------------------------------------------------------|--------------------------|-----------|------|
| 1. Trapp, Gray, Boffey        | Medieval English Literature                                                   | <input type="checkbox"/> | Oxford    |      |
| 2. Burrows and Turville-Petre | A Book of Middle English                                                      | <input type="checkbox"/> | Blackwell |      |
| 3. Baswell and Schotter       | The Longman Anthology of British Literature 2nd ed volume 1a: The Middle Ages | <input type="checkbox"/> | Longman   |      |
| 4.                            | The Broadview Anthology of British Literature: The Medieval Period            | <input type="checkbox"/> |           |      |
| 5. A.C. Cawley, ed.           | Everyman and Medieval Miracles Plays                                          | <input type="checkbox"/> |           |      |

## Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

n/a

## Typical Evaluation Methods and Weighting

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 25% | Assignments: | 50% | Midterm exam:     | 25% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):** Paper #1 2000 words (25%), paper #2 2000 words (25%)

## Typical Course Content and Topics

Week 1: Introduction, The Battle of Maldon, The Dream of the Rood

Week 2: The Wife's Lament, Judith, The Wanderer, Exodus

Week 3: England Before the Norman Conquest, Bede, Beowulf

Week 4: Beowulf

Week 5: Beowulf, The Anglo-Saxon Chronicle, The Passion of Saint Edmund

Week 6: Saint Mary of Egypt; England After the Norman Conquest; Marie de France, Guigemar

Week 7: Midterm; Introduction to Middle English; Middle English Lyrics

Week 8: Chaucer: Lyrics; Chaucer, The Shipman's Tale

Week 9: Chaucer, The Legend of Hypsipyle and Medea; John Gower, The Tale of Jason & Medea

Week 10: William Langland, Piers Plowman: Prologue, Passus VI and VII; The Life of St. Margaret

Week 11: Margery Kempe; Medieval Miracle Plays

Week 12: Sir Gawain and the Green Knight

Week 13: Sir Orfeo; Malory, L'Morte D'arthur





ORIGINAL COURSE IMPLEMENTATION DATE: September 2005  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2019  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 205                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Early Modern English Literature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This course is a survey of major authors, works, and genres in English from Wyatt to Milton. Students will explore how sixteenth- and seventeenth-century writers used popular and literary traditions and forms to address the dramatic social, economic, and cultural transformations of the early modern period.                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | One of the following: (any two 100-level English courses numbered ENGL 105 or higher) or (B or better in one of the following: ENGL 108, 115, 120, 130, 150, or 170).                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                       |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td></td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>45</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Seminars/tutorials/workshops | 45 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Hilary Turner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> November 6, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of posting:</b> March 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> May 20, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

ENGL 205

University of the Fraser Valley Official Undergraduate Course Outline

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## Learning Outcomes

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

1. Discuss significant developments in sixteenth- and seventeenth-century literature in English.
2. Demonstrate knowledge of the dominant genres and representative works of early modern English literature.
3. Gain basic proficiency in Early Modern English.
4. Write literary analysis using appropriate scholarly conventions and research methods.
5. Participate appropriately in class through informal discussions and/or formal presentations.
6. Demonstrate knowledge of social and historical contexts relevant to course materials.
7. Recognize personal responses to literature and discuss how literature evokes affective responses.

## Prior Learning Assessment and Recognition (PLAR)

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

## Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

The standard format will involve a combination of lecture, seminar, and class discussion.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐      Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

## Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

| Author (surname, initials)     | Title (article, book, journal, etc.)                   | Current ed.              | Publisher       | Year |
|--------------------------------|--------------------------------------------------------|--------------------------|-----------------|------|
| 1. Black, Joseph, et. a., eds. | The Broadview Anthology of British Literature, vol. 2. | <input type="checkbox"/> | Broadview Press | 2010 |
| 2.                             |                                                        | <input type="checkbox"/> |                 |      |
| 3.                             |                                                        | <input type="checkbox"/> |                 |      |
| 4.                             |                                                        | <input type="checkbox"/> |                 |      |
| 5.                             |                                                        | <input type="checkbox"/> |                 |      |

## Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

n/a

## Typical Evaluation Methods and Weighting

|                |     |              |     |                   |   |            |      |
|----------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | 20% | Assignments: | 70% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Participation: | 10% | Other:       | %   | Other:            | % | Total:     | 100% |

**Details (if necessary):** Two short assignments (20%), short essay (20%), term paper (30%)

## Typical Course Content and Topics

- Week 1:** Introduction. The Reformation and Renaissance Humanism. Renaissance v. Early Modern
- Week 2:** Englishing the sonnet: Selected sonnets by Wyatt, Surrey, and Ann Lok
- Weeks 3-4:** Sidney, *Astrophel and Stella*
- Week 5:** Englishing the Church: Marlowe, Dr. Faustus
- Weeks 6-9:** Spenser's *Faerie Queene* Book 1 (The Book of Holiness). Selected article on *The Faerie Queene*
- Week 10:** Selected poetry of John Donne (Holy Sonnets, Satires, and Elegies)
- Week 11:** Eve according to Aemilia Lanyer (The Description of Cooke-Ham, from *Salve Deus Rex Judaeorum*)
- Week 12:** Eve according to Milton (selections from Milton's "Paradise Lost")
- Week 13:** Faith, Love, and Theatre: Ben Jonson's *Volpone*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2005  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2019  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 206                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> The Long Eighteenth Century                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><br>The course will survey key works of literature in English from 1660 to 1830 in their cultural-historical context.                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | One of the following: (any two 100-level English courses numbered ENGL 105 or higher) or (B or better in one of the following: ENGL 108, 115, 120, 130, 150, or 170).                                                                                                                                                                                                                                                                                                                                                            |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                       |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>45</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 45 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Hilary Turner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> November 6, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of posting:</b> March 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> May 20, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |  |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

1. Discuss significant developments in English literature from the period.
2. Demonstrate knowledge of the dominant genres and representative works of literature from this period.
3. Explain connections among works of literature in the period.
4. Write literary analysis using appropriate scholarly conventions and research methods.
5. Participate appropriately in class through informal discussions and/or formal presentations.
6. Demonstrate knowledge of social and historical contexts relevant to course materials.
7. Recognize personal responses to literature and discuss how literature evokes affective responses.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

The standard format will involve a combination of lecture, seminar, and class discussion.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

| Author (surname, initials) | Title (article, book, journal, etc.)                                                         | Current ed.              | Publisher | Year |
|----------------------------|----------------------------------------------------------------------------------------------|--------------------------|-----------|------|
| 1.                         | The Oxford Anthology of English Literature, Volume 3: The Restoration and Eighteenth Century | <input type="checkbox"/> |           |      |
| 2.                         |                                                                                              | <input type="checkbox"/> |           |      |
| 3.                         |                                                                                              | <input type="checkbox"/> |           |      |
| 4.                         |                                                                                              | <input type="checkbox"/> |           |      |
| 5.                         |                                                                                              | <input type="checkbox"/> |           |      |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

n/a

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |      |
|----------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | 20% | Assignments: | 80% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | % | Total:     | 100% |

**Details (if necessary):** Two short assignments (30%), short essay (20%), term paper (30%)

**Typical Course Content and Topics**

**Week 1:** Introduction to the Restoration: Pepys' Diary, Locke's "Essay Concerning Human Understanding"

**Week 2:** Restoration Poetry: Behn, Rochester (selected poems)

**Week 3:** Restoration Comedy: Wycherley, *The Country Wife*

**Week 4:** Print Culture and the Emerging Public Sphere: selections from the *Tatler*, *Spectator*, *Female Spectator*

**Week 5:** The Augustan Age: Pope (selected poems) "The Rape of the Lock"

**Week 6:** Augustan Satire: Swift "The Lady's Dressing Room," Montagu, Response (selected poems)

**Week 7:** Madness and Faith: Smart, "Jubilant Agno"; Cowper, "The Cast-away"

**Week 8:** Sensibility and the Roots of Romanticism: Burke, "A Philosophical Enquiry"; Smith, Gray (selected poems)

**Week 9:** Revolution and Romanticism: Burke, "Reflections"; Paine, "The Rights of Man," Barbauld (selected poems)

**Week 10:** The Romantic Vision: Blake, *The Marriage of Heaven and Hell*

**Week 11:** The Romantic Vision: Wordsworth and Coleridge (selections from *Lyrical Ballads*)

**Week 12:** The Romantic Vision: Shelley (selected poems)

**Week 13:** The Romantic Vision: Keats (selected poems)



ORIGINAL COURSE IMPLEMENTATION DATE: September 2005  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2019  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 207                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Victorian and Modern Literature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><br>This course is a survey of English literature from 1830 to 1930. Students will explore how Victorian and Modern writers used popular and literary traditions and forms to address the dramatic social, economic, and cultural transformations of their respective periods.                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | One of the following: (any two 100-level English courses numbered ENGL 105 or higher) or (B or better in one of the following: ENGL 108, 115, 120, 130, 150, or 170).                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>15</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>30</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 15 | Seminars/tutorials/workshops | 30 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Maximum enrolment (for information only):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Hilary Turner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> November 6, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> March 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 20, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

## Learning Outcomes

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

1. Discuss significant developments in Victorian and Modern English literature.
2. Demonstrate knowledge of the dominant genres and representative works of literature from this period.
3. Explain connections among works of literature in the period.
4. Write literary analysis using appropriate scholarly conventions and research methods.
5. Participate appropriately in class through informal discussions and/or formal presentations.
6. Demonstrate knowledge of social and historical contexts relevant to course materials.
7. Recognize personal responses to literature and discuss how literature evokes affective responses.

## Prior Learning Assessment and Recognition (PLAR)

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

## Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

The standard format will involve a combination of lecture, seminar, and class discussion.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

## Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

| Author (surname, initials) | Title (article, book, journal, etc.)                             | Current ed.              | Publisher | Year |
|----------------------------|------------------------------------------------------------------|--------------------------|-----------|------|
| 1.                         | The Norton Anthology of English Literature. Vol 2. Ninth Edition | <input type="checkbox"/> |           |      |
| 2. Dickens, C.             | Hard Times                                                       | <input type="checkbox"/> | Penguin   |      |
| 3. Woolf, V.               | Mrs. Dalloway                                                    | <input type="checkbox"/> | Penguin   |      |

## Typical Evaluation Methods and Weighting

|                |     |              |     |                   |   |            |      |
|----------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | 20% | Assignments: | 70% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Participation: | 10% | Other:       | %   | Other:            | % | Total:     | 100% |

**Details (if necessary):** Two short assignments (20%), short essay (20%), term paper (30%)

## Typical Course Content and Topics

### Part 1: The Victorian Age

**Week 1:** Introducing the Victorian Age

**Week 2: A Poetic Form: The Dramatic Monologue**

Readings: Alfred, Lord Tennyson: "Ulysses"; Robert Browning: "My Last Duchess" and "The Bishop Orders His Tomb at Saint Praxed's Church"; Matthew Arnold: "Dover Beach"

**Week 3: Industrialism: Progress or Decline?**

Readings: "Industrialism: Progress or Decline?" (Norton 1580-1); "The Children's Employment Commission" (Norton 1587-9); Engel's *From The Great Towns* (Norton 1589-97); Mayhew's *From London Labour and the London Poor* (Norton 1601-3); E. B. Browning: "The Cry of the Children"; Dickens, *Hard Times*

**Weeks 4-5: Gender: The "Woman Question"**

Readings: Dante Gabriel Rossetti: "Jenny"; Christina Rossetti: "Goblin Market"; Hardy's "The Ruined Maid"; Shaw's *Mrs. Warren's Profession*

**Week 6: British Imperialism**

Readings: "Empire and National Identity" (Norton 1636-40) Tennyson: "Opening of the Indian and Colonial Exhibition by the Queen" (Norton 1654-5); Joseph Chamberlain: *From The True Conception of Empire* (1662-4); Kipling's "The White Man's Burden" (Norton 1880-2); W. E. Henley "Pro Rege Nostro" (provided electronically)

**Week 7: Thomas Hardy: A Major Voice of Transition**

Readings: A selection of Hardy's poetry

### Part 2: The Modern Period

**Week 8:** Introducing the Modern Period

**Week 9: Poetry of the Great War**

Readings: Rupert Brooke: "The Soldier"; Siegfried Sassoon: "They", "The General," and "The Glory of Women"; Wilfred Owen: "Dulce Et Decorum Est," and "Disabled"

**Weeks 10-11: Modernist Voices**

Readings: Yeats: "The Lake Isle of Innisfree," "Leda and the Swan," and "The Second Coming"; Joyce: "Araby"; D.H. Lawrence: "Odour of Chrysanthemums," "The Horse Dealer's Daughter," "Love on the Farm" and "Snake"; Katherine Mansfield: "The Daughters of the Late Colonel"

**Weeks 12-13: A Modernist Novel**

Reading: Woolf: *Mrs Dalloway*



ORIGINAL COURSE IMPLEMENTATION DATE: September 2003  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) May 2021  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 209                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> The Structure of the English Language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Structure of English Language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Department (or program if no department):</b> ENGL                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><br>This course introduces students to the phonology, morphology, and syntax of Modern English. While the course will focus on a descriptive approach to linguistic analysis, it will also examine issues of meaning and usage, with particular reference to Canadian English.                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | One of the following: (any two 100-level English courses numbered ENGL 105 or higher) or (B or better in ENGL 105).                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                   |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: center;">45</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: center;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | Seminars/tutorials/workshops | 45 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 45        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Maximum enrolment (for information only):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Once every 1-2 years                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Hilary Turner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> November 6, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date of posting:</b> March 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date of meeting:</b> May 20, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

1. apply the basic principles of linguistic analysis to the study of modern English;
2. define terms used to describe the structure of the English language;
3. describe the social conditions under which meaning is enacted in language;
4. give examples of the physical conditions under which meaning is enacted in language;
5. analyze spoken and written discourse and identify their characteristics;
6. evaluate the role of lexis, grammar, figures of speech, context, and cohesion in written discourse.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods** (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐      Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

**Typical Text(s) and Resource Materials** (if more space is required, download Supplemental Texts and Resource Materials form)

| Author (surname, initials)            | Title (article, book, journal, etc.) | Current ed.              | Publisher                           | Year |
|---------------------------------------|--------------------------------------|--------------------------|-------------------------------------|------|
| 1. Klammer, T. P. et al.              | Analyzing English Grammar            | <input type="checkbox"/> | Pearson                             | 2009 |
| 2. Kolln, M. and L. S. Gray           | Rhetorical grammar                   | <input type="checkbox"/> | Pearson                             | 2009 |
| 3. Hayakawa, S. I. and A. R. Hayakawa | Language in Thought and Action       | <input type="checkbox"/> | Houghton Mifflin<br>Harcourt        | 2001 |
| 4. Pinker, S.                         | The Language Instinct                | <input type="checkbox"/> | Harper Perennial<br>Modern Classics | 2007 |
| 5.                                    |                                      | <input type="checkbox"/> |                                     |      |

**Required Additional Supplies and Materials** (software, hardware, tools, specialized clothing, etc.)

n/a

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |      |
|----------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | 20% | Assignments: | 65% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | 15% | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | % | Total:     | 100% |

**Details (if necessary):** Assignments

- 1 short essay (750-1000 words)      20%  
 1 long essay (2000 – 2500 words)      25%  
 1 in-class essay      20%

**Typical Course Content and Topics**

- Week 1      What is "grammar"? A brief history of the study of this subject; definition of key terms (word-formation, word-order, usage); introduction to use of dictionaries and usage guides.
- Week 2      Phonology: the sound system of Present Day Canadian English; Why don't we spell what we say?
- Week 3      Introduction to word formation (morphology): Sources of English words, affixing, compounding, borrowing, clipping, back-formation, semantic shift.
- Week 4      Word formation: nouns.
- Week 5      Word formation: pronouns, adjectives, adverbs.
- Week 6      Word formation: verbs (main and auxiliary, copula, transitive, intransitive), tense, mood, voice.
- Week 7      Word formation: prepositions, conjunctions.
- Week 8      Syntax (word order): phrases (noun, verb, adjective, adverb); clauses (main/independent; subordinate/dependent).
- Week 9      Sentence structure: simple sentences; compound sentences; complex sentences; compound-complex sentences.
- Week 10      Usage: nature of resources; idiom; cliché; What is "standard usage"? What is an "error" in usage?
- Week 11      Semantics: register; "the structure of slang".
- Week 12      Grammar and genre.
- Week 13      Review.





ORIGINAL COURSE IMPLEMENTATION DATE: March 1993  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2019  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 214                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Writing and Rhetorical Theory                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>Students study rhetorical theory from classical and modern times to apply it in present-day situations. Students will understand writing as a tool, and rhetoric as concerned with the production and use of writing in various contexts. This course will focus on literacy, figurative language, and the ethics and teaching of writing.</p>                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | One of the following: (any two 100-level English courses numbered ENGL 105 or higher) or (B or better in ENGL 105).                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours:</b> 45<br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>35</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>10</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 35 | Seminars/tutorials/workshops | 10 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 35        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Maximum enrolment (for information only):</b> 25<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Once every two years                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Hilary Turner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> November 6, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> March 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 20, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

ENGL 214

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

1. Identify the components of the rhetorical canon and rhetorical appeals.
2. Evaluate and discuss theories shaped by their historical context.
3. Read theory critically.
4. Discuss theoretical works.
5. Make effective use in their own writing of a range of rhetorical techniques.
6. Write critically about rhetorical theory.

## Prior Learning Assessment and Recognition (PLAR)

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

## Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Lecture, discussion, writing group exercises, and discussion.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

## Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

|    | Author (surname, initials)           | Title (article, book, journal, etc.)                | Current ed.              | Publisher            | Year |
|----|--------------------------------------|-----------------------------------------------------|--------------------------|----------------------|------|
| 1. | Bizzell, Patricia and Bruce Herzberg | The Rhetorical Tradition. 2nd ed.                   | <input type="checkbox"/> | Bedford, St. Martins | 2001 |
| 2. | Herrick, James                       | The History and Theory of Rhetoric. 2nd ed.         | <input type="checkbox"/> | Allyn and Bacon      | 2001 |
| 3. | Crowley, Sharon and Debra Hawhee     | Ancient Rhetoric for Contemporary Students. 5th ed. | <input type="checkbox"/> | Longman              | 2010 |
| 4. |                                      |                                                     | <input type="checkbox"/> |                      |      |
| 5. |                                      |                                                     | <input type="checkbox"/> |                      |      |

## Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

n/a

## Typical Evaluation Methods and Weighting

|                        |     |              |     |                   |     |            |      |
|------------------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:            | 20% | Assignments: | 50% | Midterm exam:     | 20% | Practicum: | %    |
| Quizzes/tests:         | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Discussion/Attendance: | 10% | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):** Two papers, 1200-1500 words (25% each)

## Typical Course Content and Topics

Weeks 1-2: Classical rhetoric, introduction of canon  
 Weeks 3-4: Readings in ethos, authority, voice  
 Weeks 5-6: Readings in logos, form, invention  
 Weeks 7-8: Readings in pathos, audience, purpose  
 Paper 1: Critical thinking about theories and theorists  
 Weeks 9-10: Readings in kairos, context, situation, exegesis  
 Weeks 11-12: Readings in purpose, persuasion, collaboration  
 Week 13: Readings in directions for research



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2009  
**REVISED COURSE IMPLEMENTATION DATE:** January 2017  
**COURSE TO BE REVIEWED:** (six years after UEC approval) May 2021  
**Course outline form version:** 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 216                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Introduction to Shakespeare                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br><br>This course introduces students to Shakespeare's works at the second-year level, with detailed attention to his language, thought, and cultural context. Students will read a selection of Shakespeare's plays and poetry                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | One of the following: (any two 100-level ENGL courses) or (B or better in one of the following: ENGL 108, 115, 120, 130, 150, or 170).<br><br>Note: As of September 2017, prerequisites will change to one of the following: (any two 100-level ENGL courses numbered ENGL 105 or higher) or (B or better in one of the following: ENGL 108, 115, 120, 130, 150, or 170).                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">25</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">20</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 25 | Seminars/tutorials/workshops | 20 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Maximum enrolment (for information only):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Once per year                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Hilary Turner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> November 6, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of posting:</b> March 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> May 20, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

**Learning Outcomes**

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

1. Write literary analysis using appropriate scholarly conventions and research methods.
2. Demonstrate basic knowledge of early modern English.
3. Discuss early modern society and history as relevant to Shakespeare's works,
4. Apply basic knowledge of Shakespeare's language and thought to further studies in literature and culture.
5. Identify personal responses to literature and discuss how literature evokes affective responses.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

Lecture, discussion, group presentations, Guest lecturers and field trips to plays as opportunities arise.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

| Author (surname, initials) | Title (article, book, journal, etc.)                                                                  | Current ed.              | Publisher | Year |
|----------------------------|-------------------------------------------------------------------------------------------------------|--------------------------|-----------|------|
| 1.                         | Individual texts of up to five plays by Shakespeare, plus selected sonnets, or The Norton Shakespeare | <input type="checkbox"/> |           |      |
| 2.                         |                                                                                                       | <input type="checkbox"/> |           |      |
| 3.                         |                                                                                                       | <input type="checkbox"/> |           |      |
| 4.                         |                                                                                                       | <input type="checkbox"/> |           |      |
| 5.                         |                                                                                                       | <input type="checkbox"/> |           |      |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

n/a

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 20% | Assignments: | 70% | Midterm exam:     | 10% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):**

**Typical Course Content and Topics**

- Week 1 The Sonnet in Shakespeare's Life and Times Selected Sonnets (example, sonnets 1, 29, 40, 44, 59, 73, 130, 138)
- Week 2 Shakespeare's Language in A Midsummer Night's Dream Acts 1-2
- Week 3 Comedy and the Clown A Midsummer Night's Dream Acts 3-4
- Week 4 Comic Genre and Comic Community A Midsummer Night's Dream Act 5
- Week 5 The History Play in Political Context Richard III, Act 1
- Week 6 Staging the History Play in the Public Theatre Richard III, Acts 2-3
- Week 7 Genre and Closure in the History Play Richard III, Acts 4-5
- Week 8 Theories of Tragedy Hamlet Act 1
- Week 9 Gender and Tragic Genre Hamlet Acts 2-3
- Week 10 Faith, Doubt and "If" in Renaissance England Hamlet Acts 4-5
- Week 11 Tragicomedy in Jacobean England The Winter's Tale Acts 1-3
- Week 12 Pastoral The Winter's Tale Acts 4-5
- Week 13 Review and Course conclusion



ORIGINAL COURSE IMPLEMENTATION DATE: September 2000  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2019  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 225                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Classical Literature in Translation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Classical Lit. in Translation                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>This course studies some of the most influential literature written in Greek and/or Latin from the period of Homer to the period of Virgil and Ovid.</p>                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | One of the following: (any two 100-level English courses numbered ENGL 105 or higher) or (B or better in one of the following: ENGL 108, 115, 120, 130, 150, or 170).                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>30</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 30 | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Once every two years                                                                                                                                                                                                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Hilary Turner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> November 6, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> March 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 20, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

ENGL 225

University of the Fraser Valley Official Undergraduate Course Outline

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## Learning Outcomes

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

1. Identify and analyze representative literary works from classical antiquity.
2. Write literary analysis using appropriate scholarly conventions and research methods.
3. Participate appropriately in class through informal discussions and/or formal presentations.
4. Demonstrate knowledge of social and historical contexts relevant to course materials.
5. Recognize personal responses to literature and discuss how literature evokes affective responses.

## Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

## Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

The standard format will involve a combination of lecture, seminar, and class discussion.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

## Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

| Author (surname, initials) | Title (article, book, journal, etc.) | Current ed.              | Publisher | Year |
|----------------------------|--------------------------------------|--------------------------|-----------|------|
| 1. Homer                   | <i>The Iliad</i>                     | <input type="checkbox"/> |           |      |
| 2. Pindar                  | <i>Odes</i>                          | <input type="checkbox"/> |           |      |
| 3. Aeschylus               | <i>The Oresteia</i>                  | <input type="checkbox"/> |           |      |
| 4. Longinus                | <i>Peri Hupsous (On the Sublime)</i> | <input type="checkbox"/> |           |      |
| 5. Aristotle               | <i>The Poetics</i>                   | <input type="checkbox"/> |           |      |
| 6. Nietzsche               | <i>The Birth of Tragedy</i>          | <input type="checkbox"/> |           |      |

## Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

n/a

## Typical Evaluation Methods and Weighting

|                |     |              |     |                   |   |            |      |
|----------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | 20% | Assignments: | 70% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Participation: | 10% | Other:       | %   | Other:            | % | Total:     | 100% |

## Details (if necessary):

## Typical Course Content and Topics

Like most of the courses in English at second year, this is a survey course. Therefore, there are many possible configurations. It could study Greek or Roman drama, or one genre such as tragedy, comedy, pastoral, lyric, or epic. Given its immense influence and length, the Homeric canon, the Iliad and the Odyssey, could constitute a survey in itself if some attempt were also being made to briefly treat some classical works which work intimately with this canon. For a course on the previously mentioned topic of the Greek heroic ethos, the following syllabus could be used.

- Week 1: Introduction. Historical background. Longinus, Peri Hupsous.
- Week 2: Iliad 1 - 3 Quarrels, oaths, prophecies
- Week 3: Iliad 4 - 6 Women, Marriage, Children
- Week 4: Iliad 7 - 10 Formulas, Orality, Similes
- Week 5: Iliad 11 - 14 Man and Gods, Men as Gods
- Week 6: Iliad 15 - 18 Violence, War, Homosociality
- Week 7: Iliad 19 - 21 Glory in Victory, Glory in Death
- Week 8: Iliad 22 - 24 Burial, Family, Tragedy
- Week 9: Pindar, Olympian Odes. Athlete and Hero. The Agon
- Week 10: Pindar, Pythian Odes. Psyche, Noos: Lyric and the Invention of the Mind
- Week 11: Nietzsche, The Birth of Tragedy. Apollonian and Dionysian Culture
- Week 12: Aeschylus, Agamemnon. Sexual and Political Conflict
- Week 13: Aeschylus, Libation Bearers. Guilt and Shame
- Week 14: Aeschylus, Eumenides. Curse and Tragic Possession





ORIGINAL COURSE IMPLEMENTATION DATE: September 2007  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2019  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 228                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Course Full Title:</b> Topics in Aboriginal Literature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Calendar Description:</b><br><br>This course will examine significant Aboriginal texts from a range of genres and traditions, and will focus on specific themes such as the oral tradition, the experience of Aboriginal women, colonialism/decolonization, and the literature of resistance.                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | One of the following: (any two 100-level English courses numbered ENGL 105 or higher) or (B or better in one of the following: ENGL 108, 115, 120, 130, 150, or 170).                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>25</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>20</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 25 | Seminars/tutorials/workshops | 20 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, one repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Maximum enrolment (for information only):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Once every two years                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Department / Program Head or Director:</b> Hilary Turner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> November 6, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> March 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 20, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                      |  |



ENGL 228

University of the Fraser Valley Official Undergraduate Course Outline

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## Learning Outcomes

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

1. Identify major themes, styles, and conventions used in Aboriginal literature.
2. Demonstrate awareness of critical approaches to and contemporary interpretations of Aboriginal writing.
3. Demonstrate awareness of personal responses to assigned texts.
4. Write literary analysis using appropriate scholarly conventions and research methods.
5. Participate appropriately in class through informal discussions and/or formal presentations.
6. Demonstrate knowledge of contexts relevant to course materials.

## Prior Learning Assessment and Recognition (PLAR)

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

## Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Lecture/ Seminar format

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

## Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

| Author (surname, initials) | Title (article, book, journal, etc.)                     | Current ed.              | Publisher | Year |
|----------------------------|----------------------------------------------------------|--------------------------|-----------|------|
| 1. Petrone, P.             | <i>Native Literature in Canada, Oral Past to Present</i> | <input type="checkbox"/> |           |      |
| 2. Street, E.              | <i>Sepass Tales</i>                                      | <input type="checkbox"/> |           |      |
| 3. Deloria, P.J.           | <i>Indians in Unexpected Places or Playing Indian</i>    | <input type="checkbox"/> |           |      |
| 4. King, T.                | <i>The Truth About Stories</i>                           | <input type="checkbox"/> |           |      |
| 5. Dumont, M.              | <i>A Really Good Brown Girl</i>                          | <input type="checkbox"/> |           |      |
| 6. Scofield, G.            | <i>Native Canadiana</i>                                  | <input type="checkbox"/> |           |      |
| 7. Marsden, R.             | <i>Crisp Blue Edges</i> (anthology)                      | <input type="checkbox"/> |           |      |
| 8. Taylor, D.H.            | <i>Only Drunks and Children Tell the Truth</i>           | <input type="checkbox"/> |           |      |
| 9. Maracle, L.             | <i>Daughters are Forever</i>                             | <input type="checkbox"/> |           |      |

## Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

n/a

## Typical Evaluation Methods and Weighting

|                |      |              |     |                   |   |            |      |
|----------------|------|--------------|-----|-------------------|---|------------|------|
| Final exam:    | 25%% | Assignments: | 75% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | %    | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Other:         | %    | Other:       | %   | Other:            | % | Total:     | 100% |

**Details (if necessary):** Assignments: short essay (1500 words) – 15%; comparative essay (2000 words) – 30%; group project – 15%; journal – 15%

## Typical Course Content and Topics

Week 1: Introduction to the course. Overview of Oral Past (Petrone and Sepass).

Week 2: Oral Tradition. Guest Sto:lo storyteller.

Weeks 3-6: An exploration of the transitions from stereotyped literary representations (Deloria) to the cultural expressions of the history of colonization, epistemic violence, and contemporary renewal (Taylor or Maracle).

Week 7: Marilyn Dumont, *A Really Good Brown Girl*

Weeks 8-10: Thomas King, *The Truth About Stories*

Week 11: Gregory Scofield, *Native Canadiana*

Weeks 12-14: Rasunah Marsden, *Crisp Blue Edges*



**ORIGINAL COURSE IMPLEMENTATION DATE:** September 2000  
**REVISED COURSE IMPLEMENTATION DATE:** January 2017  
**COURSE TO BE REVIEWED:** (six years after UEC approval) September 2019  
**Course outline form version:** 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 270                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Course Full Title:</b> Topics in Popular Fiction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Calendar Description:</b><br>This course is a literary study of selected fictional genres popularized in the eighteenth, nineteenth, and/or twentieth centuries.<br><br>Note: The specific genre of study is denoted with a letter designation (i.e. ENGL 270C). Students may take ENGL 270 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.                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | One of the following: (any two 100-level English courses numbered ENGL 105 or higher) or (B or better in one of the following: ENGL 108, 115, 120, 130, 150, or 170).                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">35</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">10</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 35 | Seminars/tutorials/workshops | 10 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input checked="" type="checkbox"/> Yes, one repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 35        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Maximum enrolment (for information only):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Once per year                                                                                                                                                                                                                                                                                                                                                                   |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Department / Program Head or Director:</b> Hilary Turner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> November 6, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of posting:</b> March 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> May 20, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                                         |  |

**Learning Outcomes**

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

1. Identify literary conventions of selected popular genres.
2. Recognize major themes and authors of selected popular genres.
3. Write literary analysis using appropriate scholarly conventions and research methods.
4. Participate appropriately in class through informal discussions and/or formal presentations.
5. Demonstrate knowledge of contexts relevant to course materials.
6. Recognize personal responses to literature and discuss how literature evokes affective responses

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

The standard format will involve a combination of lecture, seminar, and class discussion

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials:**

Please see attached Supplemental Texts and Resource Materials form.

**Typical Evaluation Methods and Weighting**

|                       |     |              |     |               |     |            |      |
|-----------------------|-----|--------------|-----|---------------|-----|------------|------|
| Final exam:           | 30% | Assignments: | 40% | Midterm exam: | 15% | Practicum: | %    |
| Seminar Presentation: | 15% | Other:       | %   | Other:        | %   | Total:     | 100% |

**Details (if necessary):** Two essays (20% each)

**Typical Course Content and Topics**
**ENGL 270C Detective Fiction**

**Week 1:** Introduction to detective fiction-- Establishing conventions "The Murders in the Rue Morgue"

**Week 2:** The Amateur Detective - *The Sign of Four*

**Weeks 3 and 4:** The Golden Age and the Village Mystery - *The Nine Tailors*

**Weeks 5 and 6:** The Hard-Boiled Detective - *Farewell My Lovely*

**Week 7:** Native Murder and the Police Procedural - *The Blessing Way*

**Weeks 8 and 9:** The Psychological Thriller - *Keys to the Street*

**Weeks 10 and 11:** The New Hard-Boiled Detective - *Lost Light*

**Weeks 12 and 13:** New Geographies of Crime - *The No. 1 Ladies' Detective Agency*

**ENGL 270D Gothic Fiction**

**Week 1:** Introduction to the Enlightenment, Romanticism, and the gothic

**Week 2:** The first gothic novel – *The Castle of Otranto*

**Week 3:** The spin-tingling gothic – *The Children of the Forest*

**Week 4:** The gothic critique of science – *Frankenstein*

**Week 5:** *Frankenstein* as political and social treatise

**Week 6:** The late Victorian gothic: Impressionism, syphilis, decadence, and crime

**Week 7:** The divided self: *Dr. Jekyll and Mr. Hyde*

**Week 8:** The return of the repressed: *Dracula*

**Week 9:** *Dracula* in film and popular culture

**Week 10:** The empire strikes back: *The Beetle*

**Week 11:** Gothic harassment: *Trilby*

**Week 12:** The psychological gothic: *The Turn of the Screw*

**Week 13:** The future of the gothic

**ENGL 270E Science Fiction**

**Week 1:** Introduction to Science Fiction Literature – Wells "The Star"

**Week 2:** Robots and Cyborgs – *Frankenstein*

**Week 3:** Robots and Cyborgs – *Frankenstein*

**Week 4:** Robots and Cyborgs – *I Robot*

**Week 5:** Robots and Cyborgs – *I Robot*

**Week 6:** Aliens and Apocalypse – *The Time Machine*

**Week 7:** Aliens and Apocalypse – *The Time Machine*

**Week 8:** Aliens and Apocalypse – *Childhood's End*

**Week 9:** Aliens and Apocalypse – *Childhood's End*

**Week 10:** Thought Experiments – *Solaris*

**Week 11:** Thought Experiments – *Solaris*

**Week 12:** A Young Person's Guide to the Near Future – *A Clockwork Orange*

**Week 13:** A Young Person's Guide to the Near Future – *A Clockwork Orange*

## Supplemental Texts and Resource Materials Form

For use with the Official Undergraduate Course Outline Form, if more space is required for the **Typical Text(s) and Resource Materials** field.

### ENGL 270C: Detective Fiction

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

|    | <u>Author (surname, initials)</u> | <u>Title (article, book, journal, etc.)</u> | <u>Current edition</u>   | <u>Publisher</u> | <u>Year</u> |
|----|-----------------------------------|---------------------------------------------|--------------------------|------------------|-------------|
| 1. | Poe, Edgar Allan                  | "The Murders in the Rue Morgue."            | <input type="checkbox"/> | Course pack      |             |
| 2. | Doyle, Arthur Conan               | <i>The Sign of Four</i>                     | <input type="checkbox"/> |                  |             |
| 3. | Sayers, Dorothy                   | <i>The Nine Tailors</i>                     | <input type="checkbox"/> |                  |             |
| 4. | Chandler, Raymond                 | <i>Farewell, My Lovely</i>                  | <input type="checkbox"/> |                  |             |
| 5. | Hillerman, Tony                   | <i>The Blessing Way</i>                     | <input type="checkbox"/> |                  |             |
| 6. | Rendell, Ruth                     | <i>The Keys to the Street</i>               | <input type="checkbox"/> |                  |             |
| 7. | Connelly, Michael                 | <i>Lost Light</i>                           | <input type="checkbox"/> |                  |             |
| 8. | McCall Smith, Alexander           | <i>The No. 1 Ladies' Detective Agency</i>   | <input type="checkbox"/> |                  |             |

### ENGL 270D: Gothic Fiction

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

|    | <u>Author (surname, initials)</u> | <u>Title (article, book, journal, etc.)</u> | <u>Current edition</u>   | <u>Publisher</u> | <u>Year</u> |
|----|-----------------------------------|---------------------------------------------|--------------------------|------------------|-------------|
| 1. | Walpole, Horace                   | <i>The Castle of Otranto</i>                | <input type="checkbox"/> |                  |             |
| 2. | Radcliffe, Ann                    | <i>The Children of the Forest</i>           | <input type="checkbox"/> |                  |             |
| 3. | Shelly, Mary                      | <i>Frankenstein</i>                         | <input type="checkbox"/> |                  |             |
| 4. | Stevenson, Robert Louis           | <i>Dr. Jekyll and Mr. Hyde</i>              | <input type="checkbox"/> |                  |             |
| 5. | Stoker, Bram                      | <i>Dracula</i>                              | <input type="checkbox"/> |                  |             |
| 6. | Marsh, Richard                    | <i>The Beetle</i>                           | <input type="checkbox"/> |                  |             |
| 7. | DuMaurier, George                 | <i>Trilby</i>                               | <input type="checkbox"/> |                  |             |
| 8. | James, Henry                      | <i>The Turn of the Screw</i>                | <input type="checkbox"/> |                  |             |

### ENGL 270E: Science Fiction

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

|     | <u>Author (surname, initials)</u> | <u>Title (article, book, journal, etc.)</u>                                      | <u>Current edition</u>   | <u>Publisher</u> | <u>Year</u> |
|-----|-----------------------------------|----------------------------------------------------------------------------------|--------------------------|------------------|-------------|
| 1.  | Asimov, Isaac                     | <i>I Robot</i>                                                                   | <input type="checkbox"/> |                  |             |
| 2.  | Burgess, Anthony                  | <i>A Clockwork Orange</i>                                                        | <input type="checkbox"/> |                  |             |
| 3.  | Butler, Octavia                   | <i>Parable of the Sower and Bloodchild</i>                                       | <input type="checkbox"/> |                  |             |
| 4.  | Clarke, Arthur C.                 | <i>Childhood's End and The Sentinel</i>                                          | <input type="checkbox"/> |                  |             |
| 5.  | Dick, Philip K.                   | <i>Ubick, Blade Runner, Do Androids Dream of Electric Sheep The Electric Ant</i> | <input type="checkbox"/> |                  |             |
| 6.  | Ellison, Harlen                   | <i>I Have No Mouth and I Must Scream</i>                                         | <input type="checkbox"/> |                  |             |
| 7.  | Gibson, William                   | <i>Neuromancer</i>                                                               | <input type="checkbox"/> |                  |             |
| 8.  | Heinlein, Robert A.               | <i>Starship Troopers</i>                                                         | <input type="checkbox"/> |                  |             |
| 9.  | LeGuin, Ursula K.                 | <i>The Left Hand of Darkness</i>                                                 | <input type="checkbox"/> |                  |             |
| 10. | Lem, Stanislaw                    | <i>Solaris</i>                                                                   | <input type="checkbox"/> |                  |             |
| 11. | Lewitt, Shariann                  | <i>A Real Girl</i>                                                               | <input type="checkbox"/> |                  |             |
| 12. | Russ, Joanna                      | <i>When it Changed</i>                                                           | <input type="checkbox"/> |                  |             |
| 13. | Shelley, Mary                     | <i>Frankenstein</i>                                                              | <input type="checkbox"/> |                  |             |
| 14. | Smith, Cordwainer                 | <i>Scanners Live in Vain</i>                                                     | <input type="checkbox"/> |                  |             |
| 15. | Wells, H.G.                       | <i>The Time Machine, The War of the Worlds, "The Star"</i>                       | <input type="checkbox"/> |                  |             |
| 16. | Womack, Jack                      | <i>Random Acts of Senseless Violence</i>                                         | <input type="checkbox"/> |                  |             |



**ORIGINAL COURSE IMPLEMENTATION DATE:** May 2007  
**REVISED COURSE IMPLEMENTATION DATE:** January 2017  
**COURSE TO BE REVIEWED:** (six years after UEC approval) May 2020  
**Course outline form version:** 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 275                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> Literature and Ecology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br><br>This course examines writing that explores the nature and origins of our contemporary environmental challenges. Topics may include the Romantic response to the Industrial and Agrarian Revolutions, literary portraits of the Canadian wild, current "ecological poetics" and eco-feminism, and the evolution of "green" criticism.                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | One of the following: (any two 100-level ENGL courses) or (B or better in one of the following: ENGL 108, 115, 120, 130, 150, or 170).<br><br>Note: As of September 2017, prerequisites will change to one of the following: (any two 100-level ENGL courses numbered ENGL 105 or higher) or (B or better in one of the following: ENGL 108, 115, 120, 130, 150, or 170).                                                                                                                                                                    |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">35</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">10</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 35 | Seminars/tutorials/workshops | 10 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 35        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 10        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Maximum enrolment (for information only):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Once every two years                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Hilary Turner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> November 6, 2015                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of posting:</b> March 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> May 20, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

ENGL 275

University of the Fraser Valley Official Undergraduate Course Outline

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## Learning Outcomes

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

1. Identify and comment on diverse examples of literature from the broad field of environmental studies, e.g. the prose essay, the philosophical essay, poetry, and literary non-fiction.
2. Accurately use the vocabulary of eco-literary analysis
3. Explain the distinguishing characteristics of Deep Ecology.
4. Position the Pastoral tradition within historical and cultural context.
5. Identify and apply the concepts of Place, Wilderness and Sustainability in local and regional contexts.
6. Write literary analysis using appropriate scholarly conventions and research methods.
7. Participate appropriately in class through informal discussions and/or formal presentations.
8. Demonstrate knowledge of social and historical contexts relevant to course materials.
9. Recognize personal responses to literature and discuss how literature evokes affective responses.

## Prior Learning Assessment and Recognition (PLAR)

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

## Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Lecture, discussion, small group learning teams, oral presentations, and writing and research assignments.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

## Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

| Author (surname, initials)                                                                                                                                                                    | Title (article, book, journal, etc.)                                    | Current ed.              | Publisher   | Year |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------|-------------|------|
| 1. Carolan, T. & Stewart, F.                                                                                                                                                                  | <i>The Life and Breath of the World: Writing the Cascadia Bioregion</i> | <input type="checkbox"/> |             |      |
| 2. Glavin, Terry & Parfitt, Ben                                                                                                                                                               | <i>Sturgeon Reach: Shifting Current at the Heart of the Fraser</i>      | <input type="checkbox"/> |             |      |
| 3. Robinson, Eden                                                                                                                                                                             | <i>The Sasquatch at Home</i>                                            | <input type="checkbox"/> |             |      |
| 4. Selected poems and essays (Alice Walker, R.W. Emerson, Vandana Shiva, W. Wordsworth, Wendell Berry, Joanna Macy, Farley Mowat, David Suzuki, Lao-tzu, Horace, Virgil, Joan Halifax, et al) |                                                                         | <input type="checkbox"/> | Course pack |      |

## Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

n/a

## Typical Evaluation Methods and Weighting

|                             |     |              |     |                   |     |            |      |
|-----------------------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:                 | 25% | Assignments: | 40% | Midterm exam:     | 20% | Practicum: | %    |
| Quizzes/tests:              | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Participation and Tutorial: | 15% | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):** Research essay (25%) and shorter essay (15%)

## Typical Course Content and Topics

- Week 1:** 'Ecological Poetics' from Romantic anti-Industrialism to the contemporary Rainbow Coalition; Wordsworth's "Two Part Prelude"; "Manzanita" (Gary Snyder); "On the Hill Late at Night" (Wendell Berry).
- Week 2:** Ecology and the Experience of Sacredness. The idea of nature as a sanctuary and how science, religion, and environmentalism are developing as interrelated systems of belief and practice. "The Tragedy of the Commons" (Garrett Hardin); "Reinhabitation" (Gary Snyder).
- Weeks 3-4:** True North. The Canadian experience of wilderness. Reading: selections from Northern Wild, including "True North" (Margaret Atwood).
- Weeks 5-7:** Never Cry Wolf (Mowat).
- Week 8:** Women Writers on Sustainability and Biocentrism. "Staying Alive" (Vandana Shiva), "The Third Body: Buddhism, Shamanism, & Deep Ecology" (Joan Halifax), "The Greening of the Self" (Joanna Macy). Weekly student-led tutorials begin.
- Weeks 9-11:** Preservation and Conservation. Greenpeace: A History (Rex Weyler).
- Weeks 12-13:** Deep Ecology: A New Paradigm. The David Suzuki Reader.

**Memo for Course Changes**

To: **CACC and UEC**

From: **Hilary Turner and Bruce Kirkley**

Date: **January 28, 2016**

Subject: **Proposal for revision of ENGL 233/THEA 203 (History of Theatre and Drama: Antiquity to 1642) and ENGL 234/THEA 204 (History of Theatre and Drama: 1642 to 1914)**

1. Summary of changes (select all that apply):
  - ☐ Six-year review
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☐ Calendar description
  - ☒ **Prerequisites and/or co-requisites.** Please note: **These courses are not yet due for their six-year review; only the prerequisites and a small error were addressed in this revision.**
  - ☐ Frequency of course offering
  - ☐ Learning outcomes
  - ☐ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☒ **Other – Please specify: A typo was corrected in the DEPARTMENT field of ENGL 233. Previously, the department on this outline was listed as English. However, the official course outline (THEA 203) lists its department as THEA, and so this cross-listed course outline needed to be corrected for consistency.**
2. Rationale for change: **The English department has noted a decrease in registration for 200-level classes, and wanted to remove barriers that may be causing this.**
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **n/a**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **n/a**
5. Which program areas have been consulted about the change(s)? **THEA and ENGL have worked together on this.**
6. What consideration has been given to indigenizing the curriculum? **When these courses are due for their six-year review, we will implement individualized indigenizing components.**
7. If this course is not eligible for PLAR, explain why: **n/a**
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value **n/a**

- b. Class size limit **n/a**
  - c. Frequency of offering **n/a**
  - d. Resources required (labs, equipment) **n/a**
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **Field trips may be required and will be indicated in the timetable. Field trip costs are covered by students.**
10. Estimate of the typical costs for this course, including textbooks and other materials: **\$150**





ORIGINAL COURSE IMPLEMENTATION DATE: September 2014  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2020  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE CROSS-LISTED COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> ENGL 233                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Course Full Title:</b> History of Theatre and Drama: Antiquity to 1642                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>THEA 203</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Calendar Description:</b><br><br>This course explores the evolution and diversity of theatre and drama from Antiquity to 1642. It investigates the development and significance of a range of theatre forms and dramatic genres from different historical periods, which might include Greek tragedy, Roman comedy, Sanskrit theatre, Medieval drama, Japanese Noh, and Elizabethan tragedy and comedy. This course may involve field trips to see plays in the Lower Mainland.<br><br>Note: This course is offered as THEA 203 and ENGL 233. Students may take only one of these for credit.<br>Note: Students with credit for THEA 202 cannot take this course for further credit. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | One of the following: (THEA 101 and one 100-level ENGL course numbered ENGL 105 or higher), or (two 100-level ENGL courses numbered ENGL 105 or higher), or (B or better in THEA 101), or (B or better in one 100-level ENGL course numbered ENGL 105 or higher).                                                                                                                                                                                                                                                                |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>THEA 202</b><br>Cross-listed with: <b>THEA 203</b><br>Equivalent course(s): <b>THEA 202, THEA 203</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                        | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |
| <b>Department / Program Head or Director:</b> Hilary Turner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Date approved:</b> January 27, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Date of posting:</b> March 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Date of meeting:</b> May 20, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



ORIGINAL COURSE IMPLEMENTATION DATE: September 2014  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2020  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|---------------------------------|---|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> THEA 203                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> History of Theatre and Drama: Antiquity to 1642                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Department (or program if no department):</b> THEA                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>This course explores the evolution and diversity of theatre and drama from Antiquity to 1642. It investigates the development and significance of a range of theatre forms and dramatic genres from different historical periods, which might include Greek tragedy, Roman comedy, Sanskrit theatre, Medieval drama, Japanese Noh, and Elizabethan tragedy and comedy. This course may involve field trips to see plays in the Lower Mainland.</p> <p>Note: This course is offered as THEA 203 and ENGL 233. Students may take only one of these for credit.<br/>                 Note: Students with credit for THEA 202 cannot take this course for further credit.</p> |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | One of the following: (THEA 101 and one 100-level ENGL course numbered ENGL 105 or higher), or (two 100-level ENGL courses numbered ENGL 105 or higher), or (B or better in THEA 101), or (B or better in one 100-level ENGL course numbered ENGL 105 or higher).                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>THEA 202</b><br>Cross-listed with: <b>ENGL 233</b><br>Equivalent course(s): <b>THEA 202, ENGL 233</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>25</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours: field trip</td> <td>5</td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table>                                                                                                                                   |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 25 | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: field trip | 5 | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours: field trip                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Bruce Kirkley                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | <b>Date approved:</b> January 27, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of posting:</b> March 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | <b>Date of meeting:</b> May 20, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

THEA 233

University of the Fraser Valley Official Undergraduate Course Outline

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## Learning Outcomes

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

- Explain key developments in the history of theatre and performance from antiquity to 1642;
- Analyze the dramatic structure, characters, themes, and performance conventions in assigned plays;
- Summarize the central argument in works of dramatic and performance theory;
- Recognize relationships between dramatic texts and historical, social, cultural, or aesthetic contexts;
- Participate in discussions by responding to the arguments of others using evidence;
- Integrate secondary and primary source material into writing, using scholarly conventions of documentation;
- Communicate ideas orally and in writing, in a clear and well-organized manner.

## Prior Learning Assessment and Recognition (PLAR)

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

## Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Lectures, class and small group discussions, student presentations, field trips, practical workshops

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

## Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

| Author (surname, initials) | Title (article, book, journal, etc.)                                       | Current ed.              | Publisher          | Year |
|----------------------------|----------------------------------------------------------------------------|--------------------------|--------------------|------|
| 1. Zarilli, P. et al.      | <i>Theatre Histories.</i>                                                  | <input type="checkbox"/> | Routledge          | 2009 |
| 2. Sophocles               | <i>Antigone</i> Trans. Michael Townsend and Eugene Falk                    | <input type="checkbox"/> | Longman            | 1997 |
| 3. Plautus                 | <i>Miles Gloriosus.</i> Trans. Mason Hammond, Arthur Mack, Walter Moskalew | <input type="checkbox"/> | Harvard UP         | 1997 |
| 4. Kalidasa                | <i>The Recognition of Sakuntala</i> Trans. Arthur Ryder                    | <input type="checkbox"/> | Dover              | 2003 |
| 5. Shakespeare, W.         | <i>The Merchant of Venice</i>                                              | <input type="checkbox"/> | Simon and Schuster | 2004 |

**Coursepack** including: Anon. The Farce of Master Pierre Pathelin; Hildegard von Bingen. The Play of the Virtues; Marc L'Escarbot. The Theatre of Neptune in New France; Aristotle, Poetics; Horace, Ars Poetica; Bharata, Natyashastra; Robertellus, "On Comedy"; Guarini, "Comendium of Tragicomic Poetry"

## Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

n/a

## Typical Evaluation Methods and Weighting

|                |      |              |      |                   |   |            |      |
|----------------|------|--------------|------|-------------------|---|------------|------|
| Final exam:    | 25%% | Assignments: | 75%% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | %    | Lab work:    | %    | Field experience: | % | Shop work: | %    |
| Other:         | %    | Other:       | %    | Other:            | % | Total:     | 100% |

**Details (if necessary):** Theoretical summary (15%), scene analysis (15%), annotated bibliography (10%). position paper (20%), group presentation (15%)

## Typical Course Content and Topics

Week 1: Introduction to theatre history: the archive and the repertoire

Week 2-3: Greek tragedy: Sophocles, Antigone; Aristotle, Poetics

Week 4-5: Roman comedy: Plautus, Miles Gloriosus; Horace, Ars Poetica

Week 6-7: Sanskrit theatre: Kalidasa, The Recognition of Sakuntala; Bharata, Natyashastra

Week 8-9: Performance in the medieval world: Anon, The Farce of Pierre Pathelin; Hildegard von Bingen, The Play of the Virtues; Robertellus, "On Comedy"

Week 10-11: Contact performances in North America: Marc L'Escarbot, The Theatre of Neptune in New France; Guest speaker on Sto:lo storytelling traditions

Week 12-13: Elizabethan theatre: William Shakespeare, The Merchant of Venice; Guarini, "Compendium of Tragicomic Poetry"



ORIGINAL COURSE IMPLEMENTATION DATE: September 2014  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2020  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|---------------------------------|---|--------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 234                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Full Title:</b> History of Theatre and Drama: 1642 to 1914                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Calendar Description:</b><br><br>This course explores the evolution and diversity of theatre and drama from 1642 to 1914. It investigates the development and significance of a range of theatre forms and dramatic genres from different historical periods, which might include Restoration comedy, Neoclassical tragedy, Kabuki, Kathakali, Chinese opera, melodrama, and Realism. This course may involve field trips to plays in the Lower Mainland.<br><br>Note: This course is offered as THEA 204 and ENGL 234. Students may take only one of these for credit.                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | One of the following: (THEA 101 and one 100-level ENGL course numbered ENGL 105 or higher), or (two 100-level ENGL courses numbered ENGL 105 or higher), or (B or better in THEA 101), or (B or better in one 100-level ENGL course numbered ENGL 105 or higher).                                                                                                                                                                                                                                                                            |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with: <b>THEA 204</b><br>Equivalent course(s): <b>THEA 204</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                    |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">25</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">15</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours: Field trip</td><td style="text-align: right;">5</td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 25 | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: Field trip | 5 | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Other contact hours: Field trip                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 5         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Maximum enrolment (for information only):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Annually                                                                                                                                                                                                                                                                                                                                                                        |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Department / Program Head or Director:</b> Hilary Turner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> January 27, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date of posting:</b> March 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date of meeting:</b> May 20, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                                 |   |              |           |                                                                                                                                                                                                                                                                                                                                                                                                          |  |

ENGL 234

University of the Fraser Valley Official Undergraduate Course Outline

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## Learning Outcomes

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

- Explain key developments in the history of theatre and performance from 1642-1914;
- Analyze the dramatic structure, characters, themes, and performance conventions in assigned plays;
- Summarize the central argument in works of dramatic and performance theory;
- Recognize relationships between dramatic texts and historical, social, cultural, or aesthetic contexts;
- Participate in discussions by responding to the arguments of others using evidence;
- Integrate secondary and primary source material into writing, using scholarly conventions of documentation;
- Communicate ideas orally and in writing, in a clear and well-organized manner

## Prior Learning Assessment and Recognition (PLAR)

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

## Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Lectures, class and small group discussions, guest lecturers, student presentations, field trips, practical workshops

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

## Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

| Author (surname, initials)        | Title (article, book, journal, etc.) | Current ed.              | Publisher               | Year |
|-----------------------------------|--------------------------------------|--------------------------|-------------------------|------|
| 1. Zarilli, P. et al              | <i>Theatre Histories</i>             | <input type="checkbox"/> | Routledge               | 2009 |
| 2. Racine, J. (trans. Ted Hughes) | <i>Phaedra</i>                       | <input type="checkbox"/> | Farrar, Straus & Giroux | 1999 |
| 3. Behn, A.                       | <i>The Rover</i>                     | <input type="checkbox"/> | University of Nebraska  | 1967 |
| 4. Schiller, F.                   | <i>The Robbers</i>                   | <input type="checkbox"/> | Penguin                 | 1979 |
| 5. Ibsen, H.                      | <i>A Doll's House</i>                | <input type="checkbox"/> | Dover                   | 1992 |

**Coursepack** including images and excerpts from: Pierre Corneille, *Discourses*; Jeremy Collier, *A Short View of the English Stage...*; Li Yu, *Casual Expressions of Idle Feelings*; Victor Hugo, "Preface to Cromwell"; Friedrich Schiller, *The Stage as a Moral Institution*; Emile Zola, *Naturalism in the Theatre*; and the plays: Chikamatsu Monzaemon, *Love Suicides at Sonezaki*; Kong Shangren, *The Peach Blossom Fan*; C.P. Hazlewood, *Lady Audley's Secret*

## Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

n/a

## Typical Evaluation Methods and Weighting

|                |     |              |     |                   |   |            |      |
|----------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | 25% | Assignments: | 75% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | % | Total:     | 100% |

**Details (if necessary):** Theoretical summary (15%), scene analysis (15%), annotated bibliography (10%), position paper (20%), group presentation (15%)

## Typical Course Content and Topics

Week 1: Introduction to theatre history and historiography

Week 2-3: Neoclassical tragedy: Jean Racine, *Phaedra*; Pierre Corneille, *Discourses*

Week 4-5: Restoration comedy: Aphra Behn, *The Rover*; Jeremy Collier, *A Short View of the English Stage...*

Week 6: Kabuki: Chikamatsu Monzaemon, *Love Suicides at Sonezaki*

Week 7: Chinese opera: Kong Shangren, *The Peach Blossom Fan*; Li Yu, *Casual Expressions of Idle Feelings*

Week 8: *Sturm und Drang* and Romanticism: Friedrich Schiller, *The Robbers*; Victor Hugo, "Preface to Cromwell"; Friedrich Schiller, *The Stage as a Moral Institution*

Week 9: Melodrama: C.P. Hazlewood, *Lady Audley's Secret*

Week 10: Indigenous performance practices during colonial period: guest speaker

Week 11-12: Realism and Naturalism: Henrik Ibsen, *A Doll's House*; Emile Zola, *Naturalism in the Theatre*

Week 13: Early avant-garde: readings from Zarilli



ORIGINAL COURSE IMPLEMENTATION DATE: Sept 2014  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) September 2020  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE CROSS-LISTED COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Code and Number:</b> THEA 204                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Course Full Title:</b> History of Theatre and Drama: 1642 to 1914                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Official Course Outline:</b><br>This is a cross-listed course. Please refer to <b>ENGL 234</b> for the official course outline.                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Calendar Description:</b><br>This course explores the evolution and diversity of theatre and drama from 1642 to 1914. It investigates the development and significance of a range of theatre forms and dramatic genres from different historical periods, which might include Restoration comedy, Neoclassical tragedy, Kabuki, Kathakali, Chinese opera, melodrama, and Realism. This course may involve field trips to plays in the Lower Mainland.<br><br>Note: This course is offered as THEA 204 and ENGL 234. Students may take only one of these for credit. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | One of the following: (THEA 101 and one 100-level ENGL course numbered ENGL 105 or higher), or (two 100-level ENGL courses numbered ENGL 105 or higher), or (B or better in THEA 101), or (B or better in one 100-level ENGL course numbered ENGL 105 or higher).                                                                                                                                                                                                                                                                            |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with: <b>ENGL 234</b><br>Equivalent course(s): <b>ENGL 234</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                 | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br><br>Transfer credit requested (OReg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br><br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |
| <b>Department / Program Head or Director:</b> Hilary Turner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Date approved:</b> January 27, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Date of posting:</b> March 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Date of meeting:</b> May 20, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

**Memo for Course Changes**

To: **CACC and UEC**

From: **Hilary Turner**

Date: **January 27, 2016**

Subject: **Proposal for revision of ENGL 220**

1. Summary of changes (select all that apply):
  - ☒ **Six-year review**
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☒ **Calendar description**
  - ☒ **Prerequisites and/or co-requisites**
  - ☐ Frequency of course offering
  - ☒ **Learning outcomes**
  - ☐ Delivery methods and/or texts and resource materials
  - ☒ PLAR options, grading system, and/or **evaluation methods**
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: **This course was due for its six-year review in February 2014. The calendar description was too long, and one of the learning outcomes was worded awkwardly. Too heavy an emphasis had been placed on the midterm exam, and so 10% of this was redistributed to “assignments.” The English department has also reworked the prerequisites for the 200-level courses it offers, making them more accessible to students.**
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **This was not a substantial change.**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **n/a**
5. Which program areas have been consulted about the change(s)? **n/a**
6. What consideration has been given to indigenizing the curriculum? **The historical context of the novel’s development will include the colonial and post-colonial periods.**
7. If this course is not eligible for PLAR, explain why: **n/a**
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value **n/a**
  - b. Class size limit **n/a**
  - c. Frequency of offering **n/a**

- d. Resources required (labs, equipment) **n/a**
- 9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **n/a**
- 10. Estimate of the typical costs for this course, including textbooks and other materials: **\$150**





ORIGINAL COURSE IMPLEMENTATION DATE: June 1977  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) May 2020  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 220                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Development of the British Novel                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><br>This course surveys the history of the British novel, with emphasis on its origins in the 18th century. Literary analysis will be complemented by historical context, as well as the history of scholarship on the novel.                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | One of the following: (any two 100-level English courses numbered ENGL 105 or higher) or (B or better in one of the following: ENGL 108, 115, 120, 130, 150, or 170).                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>30</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30 | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Maximum enrolment (for information only):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Every two years                                                                                                                                                                                                                                                                                                                                          |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Hilary Turner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> January 25, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> March 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 20, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

ENGL 220

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

**Learning Outcomes**

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

1. Describe the formal characteristics of the novel.
2. Write a close analysis of a passage selected from a novel.
3. Write critical essays that analyze theme and technique in novels.
4. Use disciplinary conventions to read, interpret, and write about literary texts.
5. Identify different historical stages in the growth of the novel form.
6. Integrate research and present evidence from novels using correct documentation.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

Lectures and discussion.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

| Author (surname, initials) | Title (article, book, journal, etc.)      | Current ed.              | Publisher | Year |
|----------------------------|-------------------------------------------|--------------------------|-----------|------|
| 1. Defoe, D.               | <i>Robinson Crusoe</i>                    | <input type="checkbox"/> |           |      |
| 2. Burney, F.              | <i>Evelina</i>                            | <input type="checkbox"/> |           |      |
| 3. Dickens, C.             | <i>Great Expectations</i>                 | <input type="checkbox"/> |           |      |
| 4. Woolf, V.               | <i>Mrs Dalloway</i>                       | <input type="checkbox"/> |           |      |
| 5. Ozeki, R.               | <i>All Over Creation</i>                  | <input type="checkbox"/> |           |      |
| 6. Eagleton, T.            | <i>The English Novel: An Introduction</i> | <input type="checkbox"/> |           |      |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

n/a

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 30% | Assignments: | 60% | Midterm exam:     | 10% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):** Two essays (25% each), presentation (10%)

**Typical Course Content and Topics**

At least five novels are to be covered, including works by Defoe, Richardson, and Fielding. Other novels may include selections from the following authors: Sterne, Smollett, Austen, Scott, Dickens, Thackeray, the Brontes, Hardy, Joyce, Lawrence, & Woolf.

Week 1 – Introduction to the Novel Form  
 Week 2 – Daniel Defoe, *Robinson Crusoe*  
 Week 3 – Defoe continued  
 Week 4 – Frances Burney, *Evelina*  
 Week 5 – Burney continued  
 Week 6 – Charles Dickens, *Great Expectations*  
 Week 7 – Dickens continued  
 Week 8 – Midterm Exam  
 Week 9 – Virginia Woolf, *Mrs. Dalloway*  
 Week 10 – Woolf continued  
 Week 11 – Ruth Ozeki, *All Over Creation*  
 Week 12 – Ozeki continued  
 Week 13 – Review

**Memo for Course Changes**

To: **CACC and UEC**

From: **Hilary Turner**

Date: **January 27, 2016**

Subject: **Proposal for revision of ENGL 226**

1. Summary of changes (select all that apply):
  - ☒ **Six-year review**
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☒ **Calendar description**
  - ☒ **Prerequisites and/or co-requisites**
  - ☐ Frequency of course offering
  - ☒ **Learning outcomes**
  - ☐ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: **This course was due for its six-year review in September 2014. The calendar description was too long, and the learning outcomes needed to be revised in line with UEC standards. The English department has also reworked the prerequisites for the 200-level courses it offers, making them more accessible to students.**
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **Learning outcomes have been expanded to match program outcomes that accentuate the student's opportunity to "frame questions, analyze texts, evaluate evidence, explore different perspectives, and develop arguments."**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **n/a**
5. Which program areas have been consulted about the change(s)? **n/a**
6. What consideration has been given to indigenizing the curriculum? **Early modern literary texts will be discussed in awareness that first-contact between Europeans and Indigenous Americans is part of their historical context.**
7. If this course is not eligible for PLAR, explain why: **n/a**
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value **n/a**

- b. Class size limit **n/a**
  - c. Frequency of offering **n/a**
  - d. Resources required (labs, equipment) **n/a**
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **n/a**
10. Estimate of the typical costs for this course, including textbooks and other materials: **\$150**



ORIGINAL COURSE IMPLEMENTATION DATE: September 2000  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) May 2020  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 226                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Renaissance Literature in Translation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>This course examines the literature of the European Renaissance, from roughly 1350 to 1650. Students will study new and influential models of literature such as the sonnet, Renaissance drama, Renaissance epic, humanist letters and essays, the novella, prose romance, and the early novel.</p>                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | One of the following: (any two 100-level English courses numbered ENGL 105 or higher) or (B or better in one of the following: ENGL 108, 115, 120, 130, 150, or 170).                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>30</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30 | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Every two years                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Hilary Turner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> January 25, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> March 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 20, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

## Learning Outcomes

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

1. Identify major authors, themes, and literary trends of the Renaissance
2. Recognize the key conventions of the period
3. Analyze individual examples of poetry, prose fiction, and drama
4. Write comparatively about texts in a single genre
5. Use disciplinary conventions to read, interpret, and write about literary texts.

## Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

## Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

The standard format will involve a combination of lecture and class discussion.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

## Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

| Author (surname, initials)                                                                                                                         | Title (article, book, journal, etc.)  | Current ed.              | Publisher   | Year |
|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--------------------------|-------------|------|
| 1. Dante                                                                                                                                           | <i>Inferno</i>                        | <input type="checkbox"/> | Penguin     | 2002 |
| 2. J. Conaway and M. Musa, eds                                                                                                                     | <i>The Italian Renaissance Reader</i> | <input type="checkbox"/> | Meridian    | 1987 |
| 3. Erasmus, trans Adams                                                                                                                            | <i>The Praise of Folly</i>            | <input type="checkbox"/> | Norton      | 1989 |
| 4. More, trans Adams                                                                                                                               | <i>Utopia</i> , 2 <sup>nd</sup> ed    | <input type="checkbox"/> | Norton      | 1991 |
| 5. Selections from Montaigne's Essays, Marguerite de Navarre's <i>Heptameron</i> , Rabelais's <i>Gargantua</i> , and Cervantes' <i>Don Quixote</i> |                                       |                          | Course pack |      |

## Typical Evaluation Methods and Weighting

|                |     |              |     |                   |   |            |      |
|----------------|-----|--------------|-----|-------------------|---|------------|------|
| Final exam:    | 20% | Assignments: | 80% | Midterm exam:     | % | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | % | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | % | Total:     | 100% |

**Details (if necessary):** Two essays (70% combined), seminar (10%)

## Typical Course Content and Topics

### Example 1, Italian literature: the transition from medieval to early modern

Week 1: Introduction. The Idea of the Renaissance. Reading Allegory  
 Week 2: *Inferno*, Cantos 1 - 11. The Four Levels of Allegory  
 Week 3: *Inferno*, Cantos 12 - 22. Narrative Style in Lower Hell  
 Week 4: *Inferno*, Cantos 23 - 33. Virgil Concept of Cycles. Hierarchy  
 Week 5: Petrarch, *Canzoniere* (selections) Idolatry and Passion. Petrarchism  
 Week 6: *Canzoniere* (selections) The Sonnet. Poetics. Cosmology  
 Week 7: Boccaccio, *The Decameron*, Days 1 - 3. God, Church, Society  
 Week 8: *The Decameron*, Days 4 - 7. Comedy and Pornography  
 Week 9: *The Decameron*, Days 8 - 10. Paganism, Christian Romance  
 Week 10: Giovanni Pico della Mirandola, selection from *Oration on the Dignity of Man*  
 Week 11: Baldesar Castiglione, selections from *The Book of the Courtier*  
 Week 12: Niccolo Machiavelli, selections from *The Prince*  
 Week 13: Giorgio Vasari, selections from *Lives of the Most Famous Artists*.

### Example 2, Renaissance Thought and Renaissance Fictions

#### Section 1: Renaissance Thought

Week 1: Petrarch, "The Ascent of Mont Ventoux" and selections from the *Canzoniere*  
 Week 2: Pico della Mirandola, *Oration on the Dignity of Man*  
 Week 3: More, *Utopia*  
 Week 4: Erasmus, *The Praise of Folly*  
 Week 5: Castiglione, selections from *The Courtier*  
 Week 6: Montaigne, selections from *Essays*

#### Section 2: Renaissance Fictions

Week 7: Boccaccio, selections from *The Decameron*  
 Week 8: Marguerite de Navarre, selections from *The Heptameron*  
 Weeks 9-10: Rabelais, selections from *Gargantua*  
 Weeks 11-12: Cervantes, selections from *Don Quixote*  
 Week 13: Course conclusion

**Memo for Course Changes**

To: **CACC and UEC**

From: **Hilary Turner**

Date: **January 27, 2016**

Subject: **Proposal for revision of ENGL 227**

1. Summary of changes (select all that apply):
  - ☒ **Six-year review**
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☒ **Title**
  - ☒ **Calendar description**
  - ☒ **Prerequisites and/or co-requisites**
  - ☐ Frequency of course offering
  - ☒ **Learning outcomes**
  - ☐ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: **This course was due for its six-year review in May 2014. The calendar description needed minor tightening, the course did not have a short title, and the learning outcomes needed to be revised in line with UEC standards. The English department has also reworked the prerequisites for the 200-level courses it offers, making them more accessible to students.**
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **The learning outcomes have been expanded to address program outcomes that refer to the appreciation of “cultural differences as represented in a range of indigenous, national, and transnational literatures,” and that enable students to “frame questions, analyze texts, and evaluate evidence, explore differing perspectives, and develop arguments.”**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **n/a**
5. Which program areas have been consulted about the change(s)? **n/a**
6. What consideration has been given to indigenizing the curriculum? **The course will accentuate differences in perspective between European and indigenous or diasporic cultures.**
7. If this course is not eligible for PLAR, explain why: **n/a**
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:

- a. Credit value **n/a**
  - b. Class size limit **n/a**
  - c. Frequency of offering **n/a**
  - d. Resources required (labs, equipment) **n/a**
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **n/a**
10. Estimate of the typical costs for this course, including textbooks and other materials: **\$150**





ORIGINAL COURSE IMPLEMENTATION DATE: June 1980  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) May 2020  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 227                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> European Literature in Translation: Romanticism to Modernism                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> European Lit in Translation                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>This course surveys key authors and literary trends from Romanticism to Modernism in continental Europe. Students will compare the literature of two or more different linguistic, cultural, or national groups such as French, German, Russian, Italian, and/or Spanish in translation.</p>                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | One of the following: (any two 100-level English courses numbered ENGL 105 or higher) or (B or better in one of the following: ENGL 108, 115, 120, 130, 150, or 170).                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>30</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30 | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Once every two years                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Hilary Turner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> January 25, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> March 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 20, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

ENGL 227

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

1. Identify influential European cultural and literary movements.
2. Identify key concepts and trends in various literary genres
3. Compare texts within a single genre
4. Closely analyse an individual text
5. Use disciplinary conventions to read, interpret, and write about literary texts.

## Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

## Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Lectures and discussion

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE:** The following sections may vary by instructor. Please see course syllabus available from the instructor.

## Typical Text(s) and Resource Materials:

See attached Supplemental Texts and Resource Materials form.

## Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

n/a

## Typical Evaluation Methods and Weighting

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 25% | Assignments: | 45% | Midterm exam:     | 20% | Practicum: | %    |
| Quizzes/tests: | 10% | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Other:         | %   | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):** Essay 1 (20%), essay 2 (25%)

## Typical Course Content and Topics

Week 1: Voltaire, *Candide*

Week 2: Rousseau, selections from *The Confessions*

Week 3: Pushkin, *Eugene Onegin*

Week 4: Dostoevsky, *Notes from Underground*

Week 5: Baudelaire, selections from *Flowers of Evil*

Weeks 6 and 7: Flaubert, *Madame Bovary*

Week 8: Chekhov, *The Cherry Orchard*

Weeks 9 and 10: Mann, *Death in Venice*

Week 11: Marinetti, *The Founding and Manifesto of Futurism* Wyndham Lewis, *Blast*

Week 12: Kafka, *The Metamorphosis*

Week 13: Pirandello, *Six Characters in Search of an Author*

## Supplemental Texts and Resource Materials Form

For use with the Official Undergraduate Course Outline Form, if more space is required for the **Typical Text(s) and Resource Materials** field.

|                                                                | <u>Author (surname, initials)</u>                 | <u>Title (article, book, journal, etc.)</u>                              | <u>Current edition</u>   | <u>Publisher</u> | <u>Year</u> |
|----------------------------------------------------------------|---------------------------------------------------|--------------------------------------------------------------------------|--------------------------|------------------|-------------|
| 1.                                                             | Mack, M., ed.                                     | <i>Norton Anthology of World Masterpieces, Vol. II, Expanded Edition</i> | <input type="checkbox"/> |                  |             |
| 2.                                                             | Beckford                                          | <i>Vathek</i>                                                            | <input type="checkbox"/> |                  |             |
| 3.                                                             | Voltaire                                          | <i>Candide</i>                                                           | <input type="checkbox"/> |                  |             |
| 4.                                                             | Rousseau                                          | <i>The Confessions</i>                                                   | <input type="checkbox"/> |                  |             |
| 5.                                                             | Flaubert                                          | <i>Madame Bovary</i>                                                     | <input type="checkbox"/> |                  |             |
| 6.                                                             | Goethe                                            | <i>The Sorrows of Young Werther</i>                                      | <input type="checkbox"/> |                  |             |
| 7.                                                             | Lautreamont                                       | <i>The Songs of Maldoror</i>                                             | <input type="checkbox"/> |                  |             |
| 8.                                                             | Handouts or course pack on Futurism and Vorticism |                                                                          | <input type="checkbox"/> |                  |             |
| <b>Other potential texts include (but are not limited to):</b> |                                                   |                                                                          |                          |                  |             |
| 10.                                                            | Brecht                                            | <i>The Caucasian Chalk Circle</i>                                        | <input type="checkbox"/> |                  |             |
| 11.                                                            | Camus                                             | <i>The Stranger</i>                                                      | <input type="checkbox"/> |                  |             |
| 12.                                                            | Ibsen                                             | <i>A Doll's House</i>                                                    | <input type="checkbox"/> |                  |             |
| 13.                                                            | Zola, E.                                          | "The Experimental Novel," <i>Germinal</i>                                | <input type="checkbox"/> |                  |             |
| 14.                                                            | Cavafy, C.P.                                      | selected poems                                                           | <input type="checkbox"/> |                  |             |
| 15.                                                            | Tolstoy                                           | <i>The Death of Ivan Ilych</i>                                           | <input type="checkbox"/> |                  |             |
| 16.                                                            | Sartre                                            | <i>Nausea</i>                                                            | <input type="checkbox"/> |                  |             |
| 17.                                                            | Chekhov                                           | <i>The Seagull</i>                                                       | <input type="checkbox"/> |                  |             |
| 18.                                                            | Chekhov                                           | <i>Uncle Vanya</i>                                                       | <input type="checkbox"/> |                  |             |
| 19.                                                            |                                                   |                                                                          | <input type="checkbox"/> |                  |             |
| 20.                                                            |                                                   |                                                                          | <input type="checkbox"/> |                  |             |
| 21.                                                            |                                                   |                                                                          | <input type="checkbox"/> |                  |             |
| 22.                                                            |                                                   |                                                                          | <input type="checkbox"/> |                  |             |
| 23.                                                            |                                                   |                                                                          | <input type="checkbox"/> |                  |             |
| 24.                                                            |                                                   |                                                                          | <input type="checkbox"/> |                  |             |
| 25.                                                            |                                                   |                                                                          | <input type="checkbox"/> |                  |             |
| 26.                                                            |                                                   |                                                                          | <input type="checkbox"/> |                  |             |
| 27.                                                            |                                                   |                                                                          | <input type="checkbox"/> |                  |             |
| 28.                                                            |                                                   |                                                                          | <input type="checkbox"/> |                  |             |
| 29.                                                            |                                                   |                                                                          | <input type="checkbox"/> |                  |             |
| 30.                                                            |                                                   |                                                                          | <input type="checkbox"/> |                  |             |

**Memo for Course Changes**

To: **CACC and UEC**

From: **Hilary Turner**

Date: **January 27, 2016**

Subject: **Proposal for revision of ENGL 240**

1. Summary of changes (select all that apply):
  - ☒ **Six-year review**
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☐ Title
  - ☒ **Calendar description**
  - ☒ **Prerequisites and/or co-requisites**
  - ☐ Frequency of course offering
  - ☒ **Learning outcomes**
  - ☐ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ Other – Please specify:
2. Rationale for change: **This course was due for its six-year review in February 2014. Its calendar description needed tightening, one of its learning outcomes was redundant, and another needed to be revised in line with UEC standards. The editorial comment under “Text(s) and Resource Materials” was removed as it was unnecessary. The English department has also reworked the prerequisites for the 200-level courses it offers, making them more accessible to students.**
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **The changes are not substantial.**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **n/a**
5. Which program areas have been consulted about the change(s)? **n/a**
6. What consideration has been given to indigenizing the curriculum? **Aboriginal literature will form a significant part of the curriculum. The contributions and experiences of Indigenous peoples will be considered in the development of Canadian culture.**
7. If this course is not eligible for PLAR, explain why: **n/a**
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value **n/a**
  - b. Class size limit **n/a**

- c. Frequency of offering **n/a**
- d. Resources required (labs, equipment) **n/a**
- 9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **n/a**
- 10. Estimate of the typical costs for this course, including textbooks and other materials: **\$150**



ORIGINAL COURSE IMPLEMENTATION DATE: September 1997  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) May 2020  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 240                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> An Introduction to Canadian Literature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><p>This course introduces students to the rich variety of Canadian literature in English. From narratives by early European explorers to contemporary fiction, drama, and poetry, the course examines how the experiences and values of Canadians have evolved. Students will consider the role of Indigenous peoples in the shaping of Canada.</p> <p><b>Note:</b> Students with credit for ENGL 140 cannot take this course for further credit.</p>                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | One of the following: (any two 100-level English courses numbered ENGL 105 or higher) or (B or better in one of the following: ENGL 108, 115, 120, 130, 150, or 170).                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: <b>ENGL 140</b><br>Cross-listed with:<br>Equivalent course(s): <b>ENGL 140</b><br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>25</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>20</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 25 | Seminars/tutorials/workshops | 20 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 25        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 20        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Maximum enrolment (for information only):</b> 36<br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Once every two years                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Hilary Turner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> January 25, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> March 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 20, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

1. Identify central themes in Canadian literature; explain the limitations of thematic approaches
2. Discuss, with examples, modernism in Canadian poetry and fiction
3. Identify key figures in the resurgence of Canadian nationalism after 1967; give examples of their explorations of national identity
4. Discuss, with examples, the influence and contributions of Indigenous writers within their historical and socio-political contexts
5. Give examples of the impact of multiculturalism on the themes, settings, and styles of Canadian literature
6. Define "colonialism" and "postcolonialism" in the context of Canadian literature
7. Discuss examples of the diversity of contemporary poetics in Canada
8. Produce a close reading of a literary passage, identifying key rhetorical strategies and devices

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

Lectures, discussions and seminars.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

| Author (surname, initials)              | Title (article, book, journal, etc.)                               | Current ed.              | Publisher | Year |
|-----------------------------------------|--------------------------------------------------------------------|--------------------------|-----------|------|
| 1. Moss, Laura and Cynthia Sugars, eds. | <i>Canadian Literature in English: Texts and Contexts</i> . Vol. 2 | <input type="checkbox"/> |           |      |
| 2.                                      |                                                                    | <input type="checkbox"/> |           |      |
| 3.                                      |                                                                    | <input type="checkbox"/> |           |      |
| 4.                                      |                                                                    | <input type="checkbox"/> |           |      |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

n/a

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 20% | Assignments: | 45% | Midterm exam:     | 25% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Participation: | 10% | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):** 2 short response papers (20%), research paper (25%),

**Typical Course Content and Topics**

|             |                                                                                                                                                                                                                                                         |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1      | Introduction to course                                                                                                                                                                                                                                  |
| Week 2      | Depicting the wild: Carr, Belaney, Grove                                                                                                                                                                                                                |
| Weeks 3-5   | A Poetics of the Canadian landscape: Pratt, Scott, Smith, Birney                                                                                                                                                                                        |
| Week 6      | Prairie regionalism: Sinclair Ross (short story) and Margaret Laurence (short story)                                                                                                                                                                    |
| Weeks 7-8   | Nationalism: Chief Dan George "Lament for Confederation"; Irving Layton "From Colony to Nation"; Vincent Massey excerpts from Report of Royal Commission; Douglas LePan "Country without a Mythology"; George Grant, excerpts from Lament for a Nation" |
| Week 9      | Poets of the nation: Atwood, Purdy, Lee                                                                                                                                                                                                                 |
| Weeks 10-11 | A Different Sense of Nationhood: Jeannette Armstrong: "History Lesson"; Armand Garnet Ruffo: "Poem for Duncan Campbell Scott" and selections from Grey Owl; Eden Robinson "Dogs in Winter"                                                              |
| Weeks 12-13 | A Different Regionalism: Alistair Macleod "The Boat"; Rohinton Mistry "Squatter"; Miriam Toews "Blueprints"                                                                                                                                             |

**Memo for Course Changes**

To: **CACC and UEC**

From: **Hilary Turner**

Date: **January 27, 2016**

Subject: **Proposal for revision of ENGL 245**

1. Summary of changes (select all that apply):
  - ☒ **Six-year review**
  - ☐ Number and/or course code
  - ☐ Credits and/or total hours
  - ☒ **Title**
  - ☒ **Calendar description**
  - ☒ **Prerequisites and/or co-requisites**
  - ☐ Frequency of course offering
  - ☒ **Learning outcomes**
  - ☐ Delivery methods and/or texts and resource materials
  - ☐ PLAR options, grading system, and/or evaluation methods
  - ☐ Discontinuation of course
  - ☐ **Other** – Please specify: **Structure of instructional hours**
2. Rationale for change: **This course was due for its six-year review in September 2007. It did not have a short title, its calendar description needed tightening, its instructional hours needed redistributing, and it did not have appropriate learning outcomes. The English department has also reworked the prerequisites for the 200-level courses it offers, making them more accessible to students.**
3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **The learning outcomes have been expanded to address program outcomes that refer to the appreciation of “cultural differences as represented in a range of indigenous, national, and transnational literatures,” and that enable students to “frame questions, analyze texts, and evaluate evidence, explore differing perspectives, and develop arguments.”**
4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **n/a**
5. Which program areas have been consulted about the change(s)? **n/a**
6. What consideration has been given to indigenizing the curriculum? **The history of European colonization in South Asia may be compared and contrasted with its counterpart in the Americas.**
7. If this course is not eligible for PLAR, explain why: **n/a**
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:



- a. Credit value **n/a**
  - b. Class size limit **n/a**
  - c. Frequency of offering **n/a**
  - d. Resources required (labs, equipment) **n/a**
9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **n/a**
10. Estimate of the typical costs for this course, including textbooks and other materials: **\$150**



ORIGINAL COURSE IMPLEMENTATION DATE:  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) May 2020  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 245                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Introduction to South Asian Literature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Intro to South Asian Literature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><br>This course examines South Asian fiction, written in English, within its social and historical contexts. The emphasis will be on literature from the Indian subcontinent's British, American, and particularly Canadian diasporas. Course materials may include influential works in non-fiction genres (e.g. autobiographies, essays, film).                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | One of the following: (any two 100-level English courses numbered ENGL 105 or higher) or (B or better in one of the following: ENGL 108, 115, 120, 130, 150, or 170).                                                                                                                                                                                                                                                                                                                                                 |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                             |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Lecture hours</td><td style="text-align: right;">30</td></tr> <tr><td>Seminars/tutorials/workshops</td><td style="text-align: right;">15</td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Other contact hours:</td><td></td></tr> <tr><td style="text-align: right;"><b>Total</b></td><td style="text-align: right;"><b>45</b></td></tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30 | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Maximum enrolment (for information only):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Once every two years                                                                                                                                                                                                                                                                                                                                     |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Hilary Turner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date approved:</b> January 25, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | <b>Date of posting:</b> March 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | <b>Date of meeting:</b> May 20, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

ENGL 245

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 2

## Learning Outcomes

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

1. Identify central themes in South Asian and diasporic literature
2. Explain the literary impact of such forces as colonialism, nationalism, and modernization in contemporary India
3. Describe the role and influence of Indo-Canadian writers in contemporary Canadian culture
4. Give examples of conventions of vocabulary and syntax characteristic of South Asian and diasporic writing
5. Produce a close reading of a literary passage
6. Compare two or more literary texts within the genre
7. Use disciplinary conventions to read, interpret, and write about literary texts

## Prior Learning Assessment and Recognition (PLAR)

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

## Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

Lecture discussion, small group work, oral presentations, writing and research assignments

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

## Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

| Author (surname, initials) | Title (article, book, journal, etc.)                                                                                                               | Current ed.              | Publisher | Year |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------|------|
| 1. Narayan, R.K.           | <i>Tiger for Malgudi</i>                                                                                                                           | <input type="checkbox"/> |           |      |
| 2. Rushdie, Salman         | <i>Midnight's Children</i>                                                                                                                         | <input type="checkbox"/> |           |      |
| 3. Mistry, Rohinton        | <i>A Fine Balance</i>                                                                                                                              | <input type="checkbox"/> |           |      |
| 4. Badami, Anita Rau       | <i>The Hero's Walk</i>                                                                                                                             | <input type="checkbox"/> |           |      |
| 5.                         | English 254 course pack containing short works/interviews/essays by Kipling, Mistry, Rushdie, and local Indo-Canadian writers such as Kuldip Gill) | <input type="checkbox"/> |           |      |
| 6. Mehta, Deepa            | <i>Earth</i> (film)                                                                                                                                | <input type="checkbox"/> |           |      |

## Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

n/a

## Typical Evaluation Methods and Weighting

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 25% | Assignments: | 35% | Midterm exam:     | 20% | Practicum: | %    |
| Quizzes/tests: | 10% | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Participation: | 10% | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):** One short essay (10%), one research essay

## Typical Course Content and Topics

Week 1: Introduction to modern history of India  
"Lispeth" by Rudyard Kipling  
*A Tiger for Malgudi*

Week 2: Background on religious and linguistic diversity in India  
*A Tiger for Malgudi*

Week 3: Introduction to contexts of *Midnight's Children*

Weeks 3 to 6: *Midnight's Children*  
Film: *Earth*

Week 7: Midterm Exam  
Intro to *A Fine Balance*

Weeks 7 to 10: *A Fine Balance*

Weeks 11 to 14: *The Hero's Walk*  
Works by local Indo-Canadian writers

**Memo for Course Changes**

To: **CACC and UEC**

From: **Hilary Turner**

Date: **January 27, 2016**

Subject: **Proposal for revision of ENGL 280**

1. Summary of changes (select all that apply):

- ☒ **Six-year review**
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☐ Title
- ☒ **Calendar description**
- ☒ **Prerequisites and/or co-requisites**
- ☐ Frequency of course offering
- ☐ Learning outcomes
- ☐ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☒ **Other** – Please specify: **Structure of instructional hours**

2. Rationale for change: **This course was due for its six-year review in February 2014. Its calendar description needed a little editing, and its instructional hours needed redistributing. The English department has reworked the prerequisites for the 200-level courses it offers, making them more accessible to students.**

- 3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s): **n/a**
- 4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? **n/a**
- 5. Which program areas have been consulted about the change(s)? **n/a**
- 6. What consideration has been given to indigenizing the curriculum? **Curriculum may include works by or about Indigenous peoples. Literary background may include comparison or contrast between Indigenous and non-Indigenous attitudes toward children and childhood.**
- 7. If this course is not eligible for PLAR, explain why: **n/a**
- 8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value **n/a**
  - b. Class size limit **n/a**
  - c. Frequency of offering **n/a**

- d. Resources required (labs, equipment) **n/a**
- 9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded? **n/a**
- 10. Estimate of the typical costs for this course, including textbooks and other materials: **\$150**



ORIGINAL COURSE IMPLEMENTATION DATE: September 2001  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) May 2020  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> ENGL 280                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Children's Literature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> English                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br><br>This course introduces students to the major periods and genres of children's literature from the folk and fairy tales to the present day. The course will focus on major authors and themes in children's literature, including images of childhood.                                                                                                                                                                                                                                                                      |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | One of the following: (any two 100-level English courses numbered 105 or higher) or (B or better in one of the following: ENGL 108, 115, 120, 130, 150, or 170).                                                                                                                                                                                                                                                                                                                                                      |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 45</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>30</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td>15</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 30 | Seminars/tutorials/workshops | 15 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>45</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 30        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 15        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>45</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Maximum enrolment (for information only):</b> 36<br><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> Every other year                                                                                                                                                                                                                                                                                                                                         |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Hilary Turner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> January 25, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> March 11, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 20, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |    |                  |  |                        |  |                                            |  |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

1. Identify major authors and works in the history of children's literature
2. Identify the attitude toward childhood presented in various works
3. Analyze the plots and motifs of folk tales as they reappear in later works
4. Distinguish between children's fantasy writing and realistic works for children
5. Write an analytic essay on a literary subject
6. Connect the themes of children's literature to the social and political concerns of their historical context

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes      ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

A combination of lecture, facilitated discussion, student-led discussion, and student presentations.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☒ No n/a

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

| Author (surname, initials)  | Title (article, book, journal, etc.)           | Current ed.              | Publisher | Year |
|-----------------------------|------------------------------------------------|--------------------------|-----------|------|
| 1. Potter, B.               | <i>The Complete Adventures of Peter Rabbit</i> | <input type="checkbox"/> |           |      |
| 2. Hallet and Karasek, eds. | <i>Folk and Fairy Tales</i>                    | <input type="checkbox"/> |           |      |
| 3. Carroll, L.              | <i>Alice in Wonderland</i>                     | <input type="checkbox"/> |           |      |
| 4. Barrie, J.M.             | <i>Peter Pan</i>                               | <input type="checkbox"/> |           |      |
| 5. Grahame, K.              | <i>The Wind in the Willow</i>                  | <input type="checkbox"/> |           |      |
| 6. Pearce, P.               | <i>Tom's Midnight Garden</i>                   | <input type="checkbox"/> |           |      |
| 7. Montgomery, L.M.         | <i>Anne of Green Gables</i>                    | <input type="checkbox"/> |           |      |
| 8. Pearson, K.              | <i>The Sky is Falling</i>                      | <input type="checkbox"/> |           |      |
| 9. Leavitt, M.              | <i>Keturah and Lord Death</i>                  | <input type="checkbox"/> |           |      |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

n/a

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |     |            |      |
|----------------|-----|--------------|-----|-------------------|-----|------------|------|
| Final exam:    | 30% | Assignments: | 50% | Midterm exam:     | 10% | Practicum: | %    |
| Quizzes/tests: | %   | Lab work:    | %   | Field experience: | %   | Shop work: | %    |
| Participation: | 10% | Other:       | %   | Other:            | %   | Total:     | 100% |

**Details (if necessary):** Short analytical essay (20%), long comparative essay (30%)

**Typical Course Content and Topics**

- Week 1 Introduction: What is special about children's literature? A brief history of the genre
- Week 2 The oral tradition: some classic folk tales from Perrault and his circle and the Brothers Grimm
- Week 3 The literary fairy tale: Hans Christian Andersen, Oscar Wilde
- Week 4 The contemporary fairy tale: Angela Carter, Tanith Lee
- Week 5 Lewis Carroll: *Alice in Wonderland*
- Week 6 The picture-book tradition: Beatrix Potter's *Peter Rabbit* books
- Week 7 The "golden age": Kenneth Grahame, *The Wind in the Willows*
- Week 8 The "golden age," continued: J.M. Barrie, *Peter Pan*
- Week 9 The realistic novel: L.M. Montgomery, *Anne of Green Gables*
- Week 10 The fantasy novel: Philippa Pearce, *Tom's Midnight Garden*
- Week 11 Contemporary (Canadian) realism: Kit Pearson, *The Sky is Falling*
- Week 12 Contemporary (Canadian) fantasy: Martine Leavitt, *Keturah and Lord Death*
- Week 13 Summing up, exam preparation

**Memo for Course Changes**

To: UEC

From: Bruce Kirkley, Theatre Department Head (outgoing)

Date: 17 May 2016

**Subject: Proposal for revision of (insert title of course)**

1. Summary of changes (select all that apply):

- ☐ Six-year review
- ☐ Number and/or course code
- ☐ Credits and/or total hours
- ☒ Title
- ☒ Calendar description
- ☐ Prerequisites and/or co-requisites
- ☐ Frequency of course offering
- ☒ Learning outcomes
- ☒ Delivery methods and/or texts and resource materials
- ☐ PLAR options, grading system, and/or evaluation methods
- ☐ Discontinuation of course
- ☐ Other – Please specify:

2. Rationale for change:

The revisions to THEA 121 and THEA 123 realign and streamline the learning outcomes and delivery methods currently associated with the existing THEA 121, 123, and 199 courses. In the revised courses, students will learn skills such as safe work practices, teamwork, theatre organization (THEA 121) and professional communication, conflict resolution, and basic project management (THEA 123). These skills are required for upper-year work in student-produced theatre, for intermediate to advanced roles backstage in departmental theatre productions, and for successful teamwork and collaboration in a range of fine arts contexts. Each course will be structured in three modules – one core and two elective production modules – to ensure that all students learn core skills and that all students in each course gain knowledge and facilitated hands-on experience working in two areas of theatre production (from lighting/sound/projections, costumes, set, and props) and will be prepared to work backstage in a wide range of intermediate roles (e.g. assistant stage manager, lighting operator, dresser). Activities in the modules will directly contribute to the department's season of theatre (e.g. students in the costume module may assist with actor measurements and cutting or sewing costumes for a production; students in the lighting/sound/projections module will assist with hanging and focusing lights for a production). Students who complete both THEA 121 and THEA 123 will complete all four elective production modules.

3. If there are substantial changes to the learning outcomes, explain how they align with the learning outcomes of the program(s):



Theatre is undergoing a re-visioning process and the department has decided that the first two years of the program will focus on teaching and developing core skills in and knowledge of theatre studies, stagecraft, and performance and the final two years of the program will focus on providing students with opportunities to develop their creative and critical voices through both practical and theoretical courses. The revisions to these two courses will help ensure that program learning outcomes related to stagecraft are met by all students and will help support the delivery of program learning outcomes related to creative practice by providing students with the technical competencies necessary for advanced creative practice.

The revisions will streamline the department's 100-level technical theatre/stagecraft offerings and ensure that students enter 200-level courses and 200-level practicum courses (THEA 290, 295, and 299) with more consistent preparation. Currently students in the Minor and Extended Minor are required to take THEA 121 and either THEA 199 or 299; students in the Theatre Diploma are required to take THEA 121, 123, and 199; and students in the Theatre option – Associate of Arts are required to take THEA 121 or 123 and THEA 199: this is obviously confusing for students and advising. After the revisions are approved, program change requests will follow and will require students in the Minor, Extended Minor, Diploma, and Associate of Arts all take both THEA 121 and 123. For the proposed Theatre Major, students are currently required to take at least three credits of technical theatre (THEA 121, 123 or 220) as well as THEA 199 Technical Theatre Practicum. Once the Major is approved, this requirement will be revised to require students to take both THEA 121 and 123, since these courses will replace the current THEA 199.

4. Is this course required by any program beyond the discipline? If so, how will this change affect that program or programs? NA
5. Which program areas have been consulted about the change(s)? NA
6. What consideration has been given to indigenizing the curriculum?

The Theatre department is committed to Indigenization, particularly through the selection of projects for its season of theatre, course content, and collaborations with other UFV departments and external organizations such as the SRRMC. The modules will allow students hands-on opportunities to participate in the season of theatre and in collaborative projects that contribute to the Indigenization of the academy (e.g. students might complete some hours of the lighting module by assisting with a staged reading at the Sto:lo Resource Centre).

7. If this course is not eligible for PLAR, explain why: NA
8. If any of the following items on the official course outline have changed, explain how the change will affect the budget for your area or any other area:
  - a. Credit value
  - b. Class size limit
  - c. Frequency of offering
  - d. Resources required (labs, equipment)

These two courses replace existing THEA 121 and THEA 123 courses and have the same credit value, class size limits, and frequency of offering. We do not anticipate any impact on budget, however, as

these courses represent a reallocation of teaching and staff resources to create a more efficient and sustainable production season overall, there may be a slightly positive effect on the department's budget over time.

9. Are field trips required for this course? (Field trip requirements must be announced in the timetable.) How are the trips funded?

Field trips may be required for this course. These will be announced in the timetable and funded by students.

10. Estimate of the typical costs for this course, including textbooks and other materials: \$100-\$150.

**From:** Frank Ulbrich  
**Sent:** April-21-16 2:55 PM  
**To:** Samantha Pattridge; Amanda Grimson; cwconsult  
**Cc:** Rachael Letkeman; Bruce Kirkley; Nazli Akhtari  
**Subject:** RE: THEA Courses for UEC Screening

The aspects of work safety, project management, etc. are all in a very specific context. It does not appear that there is substantial overlap to any existing or planned courses offered by the School of Business.

Frank

**Frank Ulbrich, PhD**  
Director, School of Business

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**From:** Samantha Pattridge  
**Sent:** April-19-16 11:40 AM  
**To:** Amanda Grimson; cwconsult  
**Cc:** Rachael Letkeman; Bruce Kirkley; Nazli Akhtari; Frank Ulbrich  
**Subject:** RE: THEA Courses for UEC Screening

Hi everyone,

Communications is satisfied that these courses are in the specific theatre context and not something we would teach.

Samantha

Samantha Pattridge  
Department Head, Communications  
University of the Fraser Valley  
33844 King Road  
Abbotsford, BC V2S 7M8

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**From:** Amanda Grimson  
**Sent:** Wednesday, April 13, 2016 4:19 PM  
**To:** cwconsult  
**Cc:** Rachael Letkeman; Bruce Kirkley; Nazli Akhtari; Samantha Pattridge; Frank Ulbrich  
**Subject:** FW: THEA Courses for UEC Screening

Please reply-all with CWC comments on the attached. Note that these courses have been revised as a result of comments from the UEC Screening Subcommittee. The original memo is included here for reference.

The Screening Subcommittee has re-reviewed these courses, and has the following comments:

- A revised memo should be sent to accompany these courses to UEC.
- Although it is noted below that the content is very specific to theatre, Communications and Business should still review these to be sure there is no conflict. (Department heads have been copied on this message.)
- Hours for THEA 121 indicate both 60 and 80 total hours. Which is correct?
- Course content sections of both courses still reference THEA 170 and 171.

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**From:** Bruce Kirkley  
**Sent:** March-23-16 4:27 PM  
**To:** Amanda Grimson  
**Cc:** Nazli Akhtari  
**Subject:** RE: THEA Courses for UEC Screening

Hi Amanda,

Sorry for the delay on this, just needed to hear back from other members of the department.

The consensus is to keep the existing numbers (THEA 121 and 123), since this does simplify things.

Concerning the other issues raised:

- use of Roman numerals for the course titles is fine
- transfer credit section revised and special topics section completed (attached) - since we're keeping the existing numbers, the courses don't need to be submitted for transfer credit, but the revised outlines should probably be circulated for information
- the material in THEA 171 related to professional communication, conflict resolution and business management are introductory and very specific to the contexts of technical and backstage protocols for theatre; as such, the content really doesn't warrant consultation with Communications and Business

Thanks for your patience!  
Bruce

Dr. Bruce Kirkley  
Department Head/Associate Professor, Theatre  
University of the Fraser Valley

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**From:** Amanda Grimson  
**Sent:** February-25-16 4:26 PM  
**To:** Bruce Kirkley

**Cc:** Nazli Akhtari; Rachael Letkeman; Sven Vande Wetering

**Subject:** RE: THEA Courses for UEC Screening

Hi Bruce,

The UEC Screening Subcommittee reviewed these courses yesterday, and has several comments that can be addressed as part of the CWC process. First though, I was asked to check with you on whether it is necessary to change the number on these courses, or if it would be enough to simply treat these outlines as significant revisions to THEA 121 and 123. Is there a particular reason for changing the numbers, if they will be considered equivalent to THEA 121 and 123 anyway? Although the memo mentions that THEA 170 and 171 are replacing THEA 199 in addition to THEA 121 and 123, 199 is not mentioned in the new outlines, so it seems that this could be accomplished by retaining 121 and 123 and making program changes. (This would also mean that the prereqs for THEA 220 and 370 would not need to be updated.)

Additional comments:

- Roman numerals are typically used in titles, so these courses will be “Stagecraft I” and “Stagecraft II”.
- The transfer credit section for THEA 170 and the special topics section for both courses needs to be completed.
- THEA 171 mentions professional communication, conflict resolution, and business management. Have the Communications department and the School of Business been consulted about this course?

I can send these courses on to CWC once I have confirmed whether they should go forward as THEA 170 and 171, or as revisions to THEA 121 and 123.

Have a great day,  
Amanda



ORIGINAL COURSE IMPLEMENTATION DATE: November 1980  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) May 2020  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|----|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> THEA 121                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Number of Credits:</b> 3 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Stagecraft I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Department (or program if no department):</b> Theatre                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |                              |  |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This course introduces the fundamentals of stagecraft, including safe work practices, teamwork, and theatre organization. Students will work backstage on department productions by participating in two production modules. Students will be required to attend work sessions/rehearsals outside of class time.                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | None.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |                              |  |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                         |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |    |                              |  |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr> <td>Lecture hours</td> <td>12</td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td></td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td>48</td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>60</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 12 | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) | 48 | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 48        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                              |  |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Maximum enrolment (for information only): 18</b><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annually                                                                                                                                                                                                                                                                                                                                                     |    |                              |  |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Bruce Kirkley                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> March 23, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | <b>Date of posting:</b> April 14, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |                              |  |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |                              |  |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Date of meeting:</b> May 20, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |    |                              |  |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

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

- Demonstrate safe work practices for backstage work generally and for specific module areas.
- Describe basic risk management procedures for backstage and technical work in live performance.
- Describe the roles and responsibilities of production and artistic team members, including technical director, stage manager, director, designers, production manager, and running crew.
- Contribute to a production team in a positive manner.
- Communicate clearly and respectfully with all members of a production team.
- Explain basic technical and aesthetic principles related to selected production modules.
- Complete basic production tasks related to production modules in a competent manner.

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

Lecture, discussion, small group tutorial, practice-based workshop, group work, practicum in backstage work.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☒ No ☐

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

| Author (surname, initials) | Title (article, book, journal, etc.)                                      | Current ed. | Publisher                                    | Year |
|----------------------------|---------------------------------------------------------------------------|-------------|----------------------------------------------|------|
| 1. Campbell, D.C.          | Technical Theatre For Non-Technical people                                | 2nd         | Allworth Press                               | 2004 |
| 2. Brooke, T.B.            | Technical Theatre: Student Workbook                                       | NA          | Create Space Independent Publishing Platform | 2013 |
| 3. Holloway, J.R.H         | Illustrated Theatre Production Guide                                      | 3rd         | Focal Press                                  | 2014 |
| 4. Halt, M.H               | Costume and Make up                                                       | Revised     | Phaidon Press                                | 1994 |
| 5. Carver, R.K.            | Stage Craft Fundamentals: A Guide and Reference For Theatrical Production | 1st         | Focal Press                                  | 2009 |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |     |
|----------------|-----|--------------|-----|-------------------|---|------------|-----|
| Final exam:    | %   | Assignments: | 30% | Midterm exam:     | % | Practicum: | 40% |
| Quizzes/tests: | 30% | Lab work:    | %   | Field experience: | % | Shop work: | %   |
| Other:         | %   | Other:       | %   | Other:            | % | Total:     | 0%  |

**Details (if necessary):** Core module worth 40% of total grade; two additional modules each worth 30% of final grade. Core module includes 1 quiz and 2 assignments; each additional module includes 1 quiz, 24 hours of practicum work, and a short written assignment, typically due at the conclusion of the module. Students must pass quizzes with a grade of 65% in order to participate in practicum hours and will have two chances to retake quizzes if necessary.

**Typical Course Content and Topics**

**Core Module: Fundamentals of Stagecraft**

4 hours: Safety and risk management for live events; quiz 1 on safe work practices and risk management.

4 hours: Theatre Organization and Production Roles and Responsibilities; assignment 1

4 hours: Teamwork; assignment 2

Students will select 2 production modules from A-D to complete and will have until the end of the production season to complete both modules.

**NOTE:** If students choose to take THEA 123, they must complete the 2 modules they did not participate in during THEA 121. Students who plan to complete THEA 121 and 123 in the same academic year should plan to complete 2 production modules each semester.

**Module A: Lighting, Sound, Projections (total hours: 24)**

6-8 hours in-class instruction, followed by quiz, examples of classroom instruction might include: The responsibilities and roles of designers and crew involved in lighting, sound and projections department such as lighting designer, operators; a brief history of lighting, sound and projections; functions of lighting; angles of lighting; basic theories associated with lighting; introducing basic structure of sound technologies; basic rules of sound installation; basic rules of digital and analogue projection, introducing basic technologies associated with projection in live performance

16-18 practicum hours, examples of work might include: hanging, cabling, and focusing lights and/or projectors; programming simple lighting cues; positioning and wiring speakers; creating simple sound cues; observing or participating in level setting and cueing sessions.

**Module B: Costumes, Hair, and Makeup** (total hours: 24)

6-8 hours classroom instruction, followed by quiz, examples of classroom instruction might include: Brief history of make up and costume; principles of costume, hair and make up; introducing different tools and supplies of costume, hair and make up; responsibilities and roles of hair, make up and costume designers and crew; demonstrating make up; demonstrating cutting and sewing  
16-18 practicum hours, examples of work might include: pulling costumes pieces from wardrobe; cutting patterns; completing basic costume alterations and construction tasks; maintaining wardrobe, hair, or makeup supplies

**Module C: Set Construction, Painting and Dressing** (total hours: 24)

6-8 hours classroom instruction, followed by quiz, examples of classroom instruction might include: introducing different stage configurations and theatre architecture; responsibilities of scenic designer, carpenter, and scenic painter; introducing scenic construction tools; introducing scenic construction standard sizes such as flats, risers, steps and risers; introducing basic scenic construction techniques; introducing the different areas of wood shop; introducing scenic painting techniques

16-18 practicum hours, examples of work might include: basic set construction tasks using hand or power tools, set painting, pulling items for set dressing

**Module D: Props** (total hours: 24)

6-8 hours classroom instruction, followed by quiz, examples of classroom instruction might include: the different categories of props; the responsibilities of props master and builder; introducing some techniques of props construction, showing various example of props and discussing the techniques; brief history of masks and their functions; demonstrating mask making

16-18 practicum hours, examples of work might include: pulling props from stock items, modifying items pulled from stock, researching basic methods for creation of specific items required for production needs, constructing simple props.





ORIGINAL COURSE IMPLEMENTATION DATE: November 1980  
 REVISED COURSE IMPLEMENTATION DATE: January 2017  
 COURSE TO BE REVIEWED: (six years after UEC approval) May 2020  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------|----|------------------|--|------------------------|--|--------------------------------------------|----|----------------------------|--|----------------------|--|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> THEA 123                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Number of Credits:</b> 3 ( <a href="#">Course credit policy (105)</a> )                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                              |    |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Stagecraft II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Humanities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Department (or program if no department):</b> Theatre                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |    |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This course introduces the fundamentals of stagecraft, including communication, conflict resolution, and basic project management. Students will work backstage on department productions by participating in two production modules. Students will be required to attend work sessions/rehearsals outside of class time.                                                                                                                                                                                                                                                                                                                                                                     |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | THEA 121.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                              |    |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number:<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                                                                                                                                                                                                        |           | <b>Transfer Credit</b><br>Transfer credit already exists: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="http://bctransferguide.ca">bctransferguide.ca</a> . |  |                              |    |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 60</b><br><b>Typical structure of instructional hours:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Lecture hours</td> <td></td> </tr> <tr> <td>Seminars/tutorials/workshops</td> <td style="text-align: center;">12</td> </tr> <tr> <td>Laboratory hours</td> <td></td> </tr> <tr> <td>Field experience hours</td> <td></td> </tr> <tr> <td>Experiential (practicum, internship, etc.)</td> <td style="text-align: center;">48</td> </tr> <tr> <td>Online learning activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: center;"><b>60</b></td> </tr> </table> |           | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Seminars/tutorials/workshops | 12 | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) | 48 | Online learning activities |  | Other contact hours: |  | <b>Total</b> | <b>60</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 12        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 48        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Other contact hours:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>60</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |    |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Maximum enrolment (for information only): 18</b><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> annually                                                                                                                                                                                                                                                                                                                                                     |  |                              |    |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b> Bruce Kirkley                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |           | <b>Date approved:</b> March 23, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |           | <b>Date of posting:</b> April 15, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                              |    |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Jacqueline Nolte                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | <b>Date approved:</b> February 12, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |    |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | <b>Date of meeting:</b> May 20, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                              |    |                  |  |                        |  |                                            |    |                            |  |                      |  |              |           |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

THEA 123

University of the Fraser Valley Official Undergraduate Course Outline

Page 2 of 3

**Learning Outcomes**

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

- Discuss best practices for oral and written communication in technical theatre and stagecraft contexts (e.g. production meetings, email communication, production reports).
- Demonstrate information literacy related to technical theatre and stagecraft.
- Outline how conflict can be prevented and resolved in theatre production contexts.
- Explain how to schedule a series of tasks to ensure deadlines are met.
- Define basic principles of project management.
- Explain basic technical and aesthetic principles related to selected production modules.
- Complete basic production tasks related to production modules in a competent manner.
- Demonstrate initiative and problem solving skills as a member of a production team.
- Revise work based on instructor and/or peer feedback

**Prior Learning Assessment and Recognition (PLAR)**

☒ Yes ☐ No, PLAR cannot be awarded for this course because

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

Lecture, discussion, small group tutorial, practice-based workshop, group work, practicum in backstage work.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☒ No ☐

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

| Author (surname, initials) | Title (article, book, journal, etc.)                                      | Current ed. | Publisher                                    | Year |
|----------------------------|---------------------------------------------------------------------------|-------------|----------------------------------------------|------|
| 1. Campbell, D.C.          | Technical Theatre For Non-Technical people                                | 2nd         | Allworth Press                               | 2004 |
| 2. Brooke, T.B.            | Technical Theatre: Student Workbook                                       | Stu Wkb     | Create Space Independent Publishing Platform | 2013 |
| 3. Holloway, J.R.H         | Illustrated Theatre Production Guide                                      | 3rd         | Focal Press                                  | 2014 |
| 4. Halt, M.H               | Costume and Make up                                                       | Revised     | Phaidon Press                                | 1994 |
| 5. Carver, R.K.            | Stage Craft Fundamentals: A Guide and Reference For Theatrical Production | 1st         | Focal Press                                  | 2009 |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

**Typical Evaluation Methods and Weighting**

|                |     |              |     |                   |   |            |     |
|----------------|-----|--------------|-----|-------------------|---|------------|-----|
| Final exam:    | %   | Assignments: | 40% | Midterm exam:     | % | Practicum: | 40% |
| Quizzes/tests: | 20% | Lab work:    | %   | Field experience: | % | Shop work: | %   |
| Other:         | %   | Other:       | %   | Other:            | % | Total:     | 0%  |

**Details (if necessary):** Core module worth 40% of total grade; two additional modules each worth 30% of final grade. Core module includes 4 assignments; each additional module includes 1 quiz, 24 hours of practicum work, and a short written assignment, typically due at the conclusion of the module. Students must pass quizzes with a grade of 65% in order to participate in practicum hours and will have two chances to retake quizzes if necessary.

**Typical Course Content and Topics**

**Core Module: Communication, Conflict Resolution, and Project Management**

3 hours: best practices for professional communication in live performance, oral and written contexts; assignment 1  
 3 hours: research skills for backstage work and technical theatre; assignment 2  
 3 hours: conflict resolution; assignment 3  
 3 hours: introduction to project management and scheduling; assignment 4

Students will select 2 production modules from A-D to complete and will have until the end of the production season to complete both modules.

NOTE: Students must complete the 2 modules they did not participate in during THEA 121.

**Module A: Lighting, Sound, Projections (total hours: 24)**

6-8 hours in-class instruction, followed by quiz, examples of classroom instruction might include: The responsibilities and roles of designers and crew involved in lighting, sound and projections department such as lighting designer, operators; a brief history of lighting, sound and projections; functions of lighting; angles of lighting; basic theories associated with lighting; introducing basic structure of sound technologies; basic rules of sound installation; basic rules of digital and analogue projection, introducing basic technologies associated with projection in live performance

16-18 practicum hours, examples of work might include: hanging, cabling, and focusing lights and/or projectors; programming simple lighting cues; positioning and wiring speakers; creating simple sound cues; observing or participating in level setting and cueing sessions.

**Module B: Costumes, Hair, and Makeup** (total hours: 24)

6-8 hours classroom instruction, followed by quiz, examples of classroom instruction might include: Brief history of make up and costume; principles of costume, hair and make up; introducing different tools and supplies of costume, hair and make up; responsibilities and roles of hair, make up and costume designers and crew; demonstrating make up; demonstrating cutting and sewing  
16-18 practicum hours, examples of work might include: pulling costumes pieces from wardrobe; cutting patterns; completing basic costume alterations and construction tasks; maintaining wardrobe, hair, or makeup supplies

**Module C: Set Construction, Painting and Dressing** (total hours: 24)

6-8 hours classroom instruction, followed by quiz

16-18 practicum hours, examples of work might include: basic set construction tasks using hand or power tools, set painting, pulling items for set dressing, examples of classroom instruction might include: introducing different stage configurations and theatre architecture; responsibilities of scenic designer, carpenter, and scenic painter; introducing scenic construction tools; introducing scenic construction standard sizes such as flats, risers, steps and risers; introducing basic scenic construction techniques; introducing the different areas of wood shop; introducing scenic painting techniques

**Module D: Props** (total hours: 24)

6-8 hours classroom instruction, followed by quiz, examples of classroom instruction might include: the different categories of props; the responsibilities of props master and builder; introducing some techniques of props construction, showing various example of props and discussing the techniques; brief history of masks and their functions; demonstrating mask making

16-18 practicum hours, examples of work might include: pulling props from stock items, modifying items pulled from stock, researching basic methods for creation of specific items required for production needs, constructing simple props.



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**UEC MEMORANDUM**

UEC Chair: Rod McLeod  
Phone: 5435

UEC Assistant: Amanda Grimson  
Phone: 4571

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**TO:** UEC  
**FROM:** Rod McLeod, Undergraduate Education Committee Chair  
**DATE:** May 2, 2016  
**RE:** CHEM 410 email vote

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Last week Jody Gordon, acting Registrar, and I, UEC Chair, met with Lucy Lee, Dean of the Faculty of Science, to discuss a course conflict that impacts a student for the summer semester. The student was advised that the course CHEM 409 could be taken more than once with a different research topic for credit. However, CHEM 409 cannot actually be offered more than once for credit according to the current course outline. The CHEM 409 course outline is outdated, and the department will be updating this and other courses.

Rather than revise CHEM 409 to allow repeats, the Dean and department have agreed to create different research topic courses. A new course, CHEM 410, will allow the current student to receive credit for a second research project on a different topic. The proposed CHEM 410 is a replica of the current CHEM 409 course outline with a different title, and will be taught by a different faculty member.

The current student was advised that they could enroll in a second section of CHEM 409 for the upcoming summer semester and complete two research assignments in the same semester for credit. This student needs to be registered in a minimum of 9 credits to be eligible for financial aid, and the deadline for that is May 9.

The chair and vice-chair of UEC unanimously agree that this is an urgent matter to be dealt with by an email vote.

**MOTION:**

To approve the CHEM 410 course outline as presented with a review date of January 2017.

The circumstances of this occurrence are unique, as is the proposed solution. This is not the typical manner that UEC conducts business and should not be considered as precedent-setting. UFV is a learner-focused organization and will keep students top of mind in making decisions. This decision is focused on the student. The course outline review date was a factor in the events that created this particular situation. The creation of CHEM 410 in this expedited manner is exceptional and the course should be fully reviewed in a timely manner

**MOTION:**

That a full course review of CHEM 410 be completed by January 2017, or UEC will move to discontinue the course.



# MEMO

To: FSCC  
From: Lucy Lee, Dean, Faculty of Science  
CC: Allan Arndt, David Fenske  
Date: May 1, 2016  
Re: New Directed Studies courses in Chemistry

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Official course outline is attached for the following course:

- CHEM 410

1. Rationale for new course:

CHEM 410 is a special course identical to an existing course, CHEM 409, which is a capstone course dealing with research projects. It is worth 6 credits and it has been created to cover the exceptional cases when students perform a distinct research project, additional (or in parallel) to CHEM 409, supervised by a different instructor.

2. How this new course fits into program(s):

This course provides experiential learning in an aspect of Chemistry and involves novel research. This could facilitate entry to graduate studies or to positions in industry or government.

3. Explain how the course learning outcomes align with the learning outcomes of the program(s):

The learning outcomes and corresponding UFV ILO's are noted in red superscripts:

Upon completion of the course, a successful student will have demonstrated the ability to:

- Carry out a literature search on their chosen research topic. <sup>1, 3</sup>
- Formulate a written research proposal in which the rationale for their choice of research topic is presented. <sup>2, 3, 6</sup>
- Perform the necessary experimental work and/or use the relevant computer software in order to complete the project in a timely, safe, and effective manner. <sup>3, 4, 6</sup>
- Handle all necessary equipment and chemicals in a safe and effective manner. <sup>1, 3, 6</sup>
- Master any specific techniques required to complete the chosen project. <sup>7</sup>
- Produce a written report on their research, written in a clear and scholarly way, and in the style of a major scientific journal. <sup>5, 9</sup>
- Present the results of their research by means of a seminar or other form of presentation approved by the supervisor <sup>5, 8, 9</sup>

4. Will this course be required by any program beyond the discipline? If so, how will this course affect that program or programs?

No

5. Which program areas have been consulted about the course?

Faculty of Science

6. If a new discipline designation is required, explain why:

CHEM 410 is a new number that will identify the course as a distinct research project additional to CHEM 409.

7. What consideration has been given to indigenizing the curriculum?

Indigenization is encouraged at the program level through breadth/elective requirements where students can choose from courses where indigenization is appropriate to the course content and discipline.

8. If this course is not eligible for PLAR, explain why:

It is a hands-on research project that is individualized and very specific.

9. Explain how each of the following will affect the budget for your area or any other area:

No budgetary impacts are expected as the course is similar to CHEM 409 and only offered under special circumstances.

10. Are field trips required for this course? (Field trip requirements must be announced in the timetable.)

How are the trips funded?

No.

11. Estimate of the typical costs for this course, including textbooks and other materials:

No textbooks nor additional materials are required.



ORIGINAL COURSE IMPLEMENTATION DATE: May 2016  
 REVISED COURSE IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: (six years after UEC approval) January 2017  
 Course outline form version: 09/15/14

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------|--|------------------|--|------------------------|--|--------------------------------------------|--|----------------------------|--|--------------------------------|-----|--------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Course Code and Number:</b> CHEM 410                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            | <b>Number of Credits:</b> 6 <a href="#">Course credit policy (105)</a>                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Full Title:</b> Undergraduate Research in Chemistry II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Course Short Title (if title exceeds 30 characters):</b> Undergrad Research in Chem II                                                                                                                                                                                                                                                                                                                                                                                                                                                         |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty:</b> Faculty of Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            | <b>Department (or program if no department):</b> Chemistry                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Calendar Description:</b><br>This course is for students pursuing a major in chemistry and involves the completion of a research project designed in consultation with a supervisor. Normally this course will be taken during the fourth year of study. It can be completed in either one or two semesters.                                                                                                                                                                                                                                   |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Prerequisites (or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            | NONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Pre/corequisites (if applicable, or NONE):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            | CHEM 409 and permission of the department head.                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Equivalent Courses (cannot be taken for additional credit)</b><br>Former course code/number: N/A<br>Cross-listed with:<br>Equivalent course(s):<br><i>Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.</i>                                                                                                                                                                                        |            | <b>Transfer Credit</b><br>Transfer credit already exists: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Transfer credit requested (OREg to submit to BCCAT):<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, fill in transfer credit form)<br>Resubmit revised outline for articulation: <input type="checkbox"/> Yes <input type="checkbox"/> No<br>To find out how this course transfers, see <a href="#">bctransferguide.ca</a> . |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total Hours: 180</b><br><b>Typical structure of instructional hours:</b> <table border="1"> <tr><td>Lecture hours</td><td></td></tr> <tr><td>Seminars/tutorials/workshops</td><td></td></tr> <tr><td>Laboratory hours</td><td></td></tr> <tr><td>Field experience hours</td><td></td></tr> <tr><td>Experiential (practicum, internship, etc.)</td><td></td></tr> <tr><td>Online learning activities</td><td></td></tr> <tr><td>Student Directed Learning: 180</td><td>180</td></tr> <tr><td><b>Total</b></td><td><b>180</b></td></tr> </table> |            | Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | Seminars/tutorials/workshops |  | Laboratory hours |  | Field experience hours |  | Experiential (practicum, internship, etc.) |  | Online learning activities |  | Student Directed Learning: 180 | 180 | <b>Total</b> | <b>180</b> | <b>Special Topics</b><br>Will the course be offered with different topics?<br><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, different lettered courses may be taken for credit:<br><input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit<br><i>Note: The specific topic will be recorded when offered.</i> |  |
| Lecture hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Seminars/tutorials/workshops                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Laboratory hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Field experience hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Experiential (practicum, internship, etc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Online learning activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Student Directed Learning: 180                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 180        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>180</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            | <b>Maximum enrolment (for information only): 5</b><br><b>Expected frequency of course offerings (every semester, annually, every other year, etc.):</b> yearly                                                                                                                                                                                                                                                                                                                                |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Department / Program Head or Director:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |            | <b>Date approved:</b> April 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Faculty Council approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            | <b>Date approved:</b> April 29, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Campus-Wide Consultation (CWC)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            | <b>Date of posting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Dean/Associate VP:</b> Lucy Lee                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            | <b>Date approved:</b> April 29, 2016                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Undergraduate Education Committee (UEC) approval</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |            | <b>Date of meeting:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                              |  |                  |  |                        |  |                                            |  |                            |  |                                |     |              |            |                                                                                                                                                                                                                                                                                                                                                                                                  |  |

**Learning Outcomes**

Upon completion of the course, a successful student will have demonstrated the ability to:

- Carry out a literature search on their chosen research topic. **1, 3**
- Formulate a written research proposal in which the rationale for their choice of research topic is presented. **2, 3, 6**
- Perform the necessary experimental work and/or use the relevant computer software in order to complete the project in a timely, safe, and effective manner. **3, 4, 6**
- Handle all necessary equipment and chemicals in a safe and effective manner. **1, 3, 6**
- Master any specific techniques required to complete the chosen project. **7**
- Produce a written report on their research, written in a clear and scholarly way, and in the style of a major scientific journal. **5**
- Present the results of their research by means of a seminar or other form of presentation approved by the supervisor **5, 8**

- **The numbers in RED indicate correspondence to the UFV Institutional Learning Outcomes 1 - 9**

**Prior Learning Assessment and Recognition (PLAR)**

☐ Yes      ☒ No, PLAR cannot be awarded for this course because N/A

**Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)**

The student will be expected to access the chemical literature using on-line and/or traditional methods.

**Grading system:** Letter Grades: ☒ Credit/No Credit: ☐ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)**

| Author (surname, initials) | Title (article, book, journal, etc.) | Current ed.              | Publisher | Year |
|----------------------------|--------------------------------------|--------------------------|-----------|------|
| 1.                         |                                      | <input type="checkbox"/> |           |      |
| 2.                         |                                      | <input type="checkbox"/> |           |      |
| 3.                         |                                      | <input type="checkbox"/> |           |      |
| 4.                         |                                      | <input type="checkbox"/> |           |      |
| 5.                         |                                      | <input type="checkbox"/> |           |      |

**Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)**

All necessary laboratory materials and/or computing facilities will be provided

**Typical Evaluation Methods and Weighting**

|                    |      |                      |   |                                 |   |               |       |
|--------------------|------|----------------------|---|---------------------------------|---|---------------|-------|
| Student Proposal:  | 15 % | Intermediate report: | % | Intermediate oral presentation: | % | Final Report: | 30 %  |
| Oral Presentation: | 15 % | Lab work:            | % | Field experience:               | % | Shop work:    | %     |
| Other:             | 40 % | Other:               | % | Other:                          | % | Total:        | 100 % |

**Details (if necessary):**

Proposal - 15% (including, written proposal 5%, oral presentation 5%, ability to answer questions 5%)

Effort/results (judged by weekly progress reports) - 40%

Final oral presentation - 15%

Final written report - 30%

**Typical Course Content and Topics**

N/A



**Memo for Program Changes**

To: Jacqueline Nolte, Dean, College of Arts

Amanda Grimson, UEC Assistant, Rachael Letkeman, Committees Assistant

From: Steven Marsh, GATE Department Head

Date: 2016 02 22 (resubmitted)

**Subject: Program change – Prerequisite change to the Geographic Information System (GIS) Certificate**

1. Summary of changes (select all the apply):

- ☐ Program revision that requires new resources
- ☒ Addition of new course options or deletion or substitution of a required course
- ☐ Change to the majority of courses in an approved program
- ☐ Change to the duration, philosophy, or direction of a program
- ☐ Addition of a new field of specialization, such as a concentration
- ☐ Change in requirements for admission
- ☐ Change in requirements for residency or continuance
- ☐ Change in admission quotas
- ☐ Change which triggers an external review
- ☐ Deletion of a program not included in the Program Discontinuance policy
- ☐ Other – Please specify:

2. Rationale for change(s):

**For a student to complete the requirements for the Geographic Information Systems certificate, one of three introductory computer programming courses must be taken. However, in the list of computing courses in the program requirements, the course COMP 125 Principles of Computing does not include sufficient instruction in computer programming. COMP 125 is thus being replaced with the courses COMP 120 Computing for the Sciences, and COMP 152 Introduction to Structured Programming, which do include instruction in computer programming.**

3. If program outcomes are new or substantially changed, explain how they align with the Institutional Learning Outcomes:

**N/A**

4. What consideration has been given to indigenizing the curriculum?

**Consideration will be given based on student research interest. Instructor may include real world examples using indigenous mapping data.**

5. Will additional resources be required? If so, how will these costs be covered?

**No**

6. How will students be impacted? (Indicate the projected number of students impacted.) Is the change expected to increase/decrease enrolment in the program?

**Removing COMP 125 as an option will clear up any confusion in certificate planning for students because either COMP 150, COMP 152, or COMP 155 is required as a pre-requisite for the required certificate course GEOG 454 - Geospatial Data Analysis and Modeling, while COMP 125 is not. It is not expected that many students will be impacted by this change as the majority of students in the GIS Program have been encouraged to take either COMP 150, COMP 152, or COMP 155 instead of COMP 125 early in the GIS Certificate programming (i.e. during GEOG 253 Introduction to Geographic Information Systems instruction).**

7. Does the number of required core or elective credits from the program-specific discipline change? If so, will this change the total number of courses to be offered within the discipline?

**The number of credits possible credits will change still range from 31-32. The total number of courses will not change.**

8. Identify any available resources that will be used to accommodate the program changes. (Eg. seats in existing classes, conversion of sections, timetabling changes, deletion of courses, etc.)

**n/a**

9. Is the number of required or elective courses from other disciplines in the program changing? If so, what is the estimated impact to enrolments in these courses? Provide a memo from the respective dean(s) of the impacted faculty to confirm if budgetary implications have been considered and addressed. **no**

10. Provide a memo from the program's dean to confirm that budgetary implications of the proposed changes have been considered and will be addressed within the faculty budget. **n/a**

**From:** Steven Marsh  
**Sent:** April-26-16 2:08 PM  
**To:** Sylvie Murray; Elaine Harris; Amanda Grimson; cwconsult  
**Cc:** Myra Hughes; Elaine Newman; Scott Shupe  
**Subject:** RE: Revisions to the GIS Certificate

Hi,

Thanks for the suggestions, I have altered wording below.

Steve

**From:** Sylvie Murray  
**Sent:** April-13-16 12:58 PM  
**To:** Steven Marsh; Elaine Harris; Amanda Grimson; cwconsult  
**Cc:** Myra Hughes; Elaine Newman  
**Subject:** RE: Revisions to the GIS Certificate

Hi,

I am concerned about using the QS entrance pathway as a route for entrance in a specialized certificate, especially when the requirements for the certificate are higher than what they are for QS. Why is it necessary to go through QS for direct entry into a certificate? **There is no direct entry into the certificate as it is a completion certificate and non-degree students need to be able to register. It is in part aimed at non-degree students that want to register at UFV to take the certificate.**

Secondly, I don't think you mean the phrase "as well as meet prerequisites for each course within the certificate" to be taken literally given that the prerequisites for one of the core course (GEOG 458) is "A minimum of 23 credits of the Certificate in GIS completed, and permission of instructor." Some re-wording is in order.

**Entrance Requirements: New students should apply to Qualifying Studies. Students will be required to meet the admissions requirements for the university, as well as meet GEOG, COMP and STAT course prerequisites.**

**Students currently enrolled in post-secondary programs are required to meet only the course prerequisites.**

Thirdly, it's not very user-friendly for new students to look up the prerequisites to courses in the "one of the following" categories to determine whether they meet the entrance requirements to the program. Perhaps identifying the lowest common denominator would be more helpful. **As noted above.**

On a different note, is GEOG 454 being revised to reflect the change in prerequisites? **Yes, GEOG 454 goes initially through FSCC and FSC and then to UEC.**

Thanks,  
Sylvie

**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) [<mailto:cwconsult-bounces@ufv.ca>] **On Behalf Of** Steven Marsh  
**Sent:** April-13-16 11:12 AM

**To:** Elaine Harris; Amanda Grimson; cwconsult  
**Cc:** Myra Hughes  
**Subject:** Re: [CWC] Revisions to the GIS Certificate

Hi,

I have altered the wording, thanks for catching that.

Steve

**From:** Elaine Harris  
**Sent:** April-13-16 9:48 AM  
**To:** Steven Marsh; Amanda Grimson; cwconsult  
**Cc:** Myra Hughes  
**Subject:** RE: Revisions to the GIS Certificate

Hi

I have no major concerns with the proposal. I just wanted to mention that the Entrance requirements, second sentence, should refer to meeting the admission requirements for Qualifying Studies rather than for Arts or Science Studies (which no longer exist).

Best regards,  
Elaine Harris

**From:** [cwconsult-bounces@ufv.ca](mailto:cwconsult-bounces@ufv.ca) [<mailto:cwconsult-bounces@ufv.ca>] **On Behalf Of** Steven Marsh  
**Sent:** Wednesday, April 13, 2016 9:43 AM  
**To:** Amanda Grimson; cwconsult  
**Cc:** Myra Hughes  
**Subject:** Re: [CWC] Revisions to the GIS Certificate

Hi,

I have added a statement that one of the four COMP courses is required for GEOG 454.

Steve

**From:** Amanda Grimson  
**Sent:** April-12-16 4:44 PM  
**To:** cwconsult  
**Cc:** Steven Marsh; Myra Hughes  
**Subject:** Revisions to the GIS Certificate

Please reply-all with CWC comments on the attached.

The UEC Screening Subcommittee has reviewed this proposal and has the following comment:

- The note attached to COMP 120, 152, and 155 ("Required for GEOG 454") should more clearly indicate that only one of these courses required as a prerequisite for GEOG 454. Also, although changes may be in the works for GEOG 454, the prereqs are currently COMP 150 or 155.

Geography and the Environment  
ufv.ca/geography

Geographic Information Systems certificate

This program combines courses in the Geography, Computer Information Systems and Mathematics departments into a certificate. The program consists of a minimum of 31 credits ~~and can be completed in a minimum of two semesters.~~

Entrance requirements

~~New students should apply to Open Studies. Students will be required to meet the admissions requirements for Arts or Science Studies, as well as meet prerequisites for each course within the certificate.~~

~~Students currently enrolled in UFV post-secondary programs are required to meet only the course prerequisites.~~

New students should apply to Qualifying Studies. Students will be required to meet the admissions requirements for the university, as well as meet GEOG, COMP and STAT course prerequisites.

Students currently enrolled in post-secondary programs are required to meet only the course prerequisites.

Fees and additional costs

See the Fees and Other Costs section.

Program requirements

| Course                | Title                                             | Credits |
|-----------------------|---------------------------------------------------|---------|
| GEOG 253              | Introduction to Geographic Information Systems    | 4       |
| GEOG 353              | GIS Applications                                  | 4       |
| GEOG 453              | Remote Sensing of the Environment                 | 4       |
| GEOG 454              | Geospatial Data Analysis and Modeling             | 4       |
| GEOG 458              | GIS Project                                       | 4       |
| One of the following: |                                                   | 3-4     |
| <del>COMP 125</del>   | <del>Principles of Computing</del>                |         |
| <del>COMP 120*</del>  | <del>Computing for the Sciences</del>             |         |
| COMP 150              | Introduction to Programming                       |         |
| <del>COMP 152*</del>  | <del>Introduction to Structured Programming</del> |         |
| COMP 155_             | Object-Oriented Programming                       |         |
| One of the following: |                                                   | 4       |
| STAT 104              | Introductory Statistics                           |         |
| STAT 106              | Statistics I                                      |         |
| MATH 270/STAT 270     | Introduction to Probability and Statistics        |         |
| One of the following: |                                                   | 4       |
| GEOG 252              | Explanation in Geography: Quantitative Methods    |         |
| SOC 355/ANTH 355/     | Quantitative Research Methods                     |         |

\*One of COMP 120, 150, 152 155 is rRequired for GEOG 454.

**Residency**

A minimum of 8 credits towards the certificate must be taken at UFV.

**Course listings**

For complete details on courses see the course descriptions section.



**MEMO**

**To:** UEC  
**From:** Noham Weinberg, chair of PWG for Master of Science in Integrated Science and Technology  
**Date:** May 10, 2016  
**Re:** Graduate-level courses to count as part of undergraduate programs

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This is to bring to your attention to, and seek approval in principle of, a provision in the proposed Master of Science for graduate level courses to be counted to meet the requirements of undergraduate degrees.

Proposed calendar copy for the Master of Science in Integrated Science and Technology includes the following:

**Laddering option:** UFV undergraduate students interested in enrolling in the MSc at UFV will have the option to start graduate level work while completing their undergraduate studies by doing the graduate equivalent of dual-listed courses. These students will be encouraged to start research training in the senior years of their undergraduate program.

Dual-listed courses are graduate-level courses that build on, and are offered concurrently with, undergraduate-level courses. **Upon approval by the relevant Faculty and Undergraduate Education Committee, credits earned by meeting the 700-level requirements of a dual-listed courses can be used to satisfy undergraduate requirements.** Admission in 700-level dual-listed courses will require approval of the instructor and the department.

Students will be advised that completion of a 700-level dual-listed course will not guarantee admission to the Master's program. However, upon acceptance in the program and upon approval by the supervisory committee and the program committee who assess the courses' suitability to the student's program of study, such courses completed with a grade of at least a B will be counted towards course requirements of this Master's program.

Together with the early start on research, it is expected to save a year of studies to students who choose this option, thus enabling them to complete the program in one year.

Consultation about this provision took place in December 2015 with Acting Registrar Darren Francis and, previously, with Registrar Al Wiseman.

What we are proposing is not uncommon. For instance, at SFU, undergraduate students can take graduate-level courses for credits toward their bachelor's degree.



## MEMO

To: Undergraduate Education Committee (UEC)  
From: Samantha Pattridge, chair, UEC Curriculum Quality Subcommittee;  
Sylvie Murray, Program Development and Quality Assurance Coordinator  
Date: May 16, 2016  
Subject: *Revised Guiding Principles for Curriculum Quality*

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The *Guiding Principles for Quality Curriculum* endorsed by UEC in March 2016 have been reviewed and discussed university-wide, and have been revised to incorporate feedback received as part of this consultation.

Please find attached:

- Summary of consultation
- Revised version (May 2016)
- Version endorsed in March

**Proposed Motion:**

**That UEC recommend to Senate the approval of the *Guiding Principles for Curriculum Quality* as submitted.**

**Background:** UEC identified the need for curriculum quality guidelines for the institution at its August 2014 retreat (see [October 2014 report to Senate](#)) and established a Curriculum Quality subcommittee in the winter semester 2015. The work presented here is in accord with the subcommittee's mandate as articulated in its [Terms of Reference](#) approved by UEC in April 2015.

The rationale behind this work is to provide institutional clarity and transparency about the benchmarks that UEC uses to assess curriculum (both programs and courses). Once approved by Senate, all areas will be expected to take these Guiding Principles into consideration when they review existing programs and courses, and create new ones.



**Summary of consultation and feedback on Curriculum Quality Guidelines  
May 16, 2016**

The *Guiding Principles* endorsed by UEC in March 2016 were sent for discussion to the following committees:

- Provost's Council on Student Success
- Academic Planning and Priorities Committee
- Graduate Studies Committee
- Faculty of Access and CE (material was submitted electronically only)
- College of Arts and College of Arts Heads' meeting
- Faculty of Professional Studies – Heads' meeting
- Faculty of Science
- Faculty of Applied and Technical Studies
- Faculty of Health Sciences
- Advising Centre

General comments:

The *Guiding Principles* were in general well received. It was noted that they align well with the Strategic plan and the Education Plan 2016-20 goals. These plans provide directions and goals, and list quality curriculum as being important. However, they do not systematically define the process by which quality curriculum is built, and its necessary components. The purpose of the *Guiding Principles* is to do just that.

Many individuals asked about how the *Principles* will be rolled out and used. The *Principles* are meant to inform existing processes for curriculum development and review, including the work of UEC and academic program reviews, as well as the day-to-day improvement of courses and programs at the department/school level. Tools in support of the *Principles* will be developed by the Teaching and Learning Centre, and various committees and offices, including UEC, Faculty-level curriculum committees, Program Development Office, and Program Review will gradually incorporate them in their resources and material (e.g., memo, template, Handbook, checklist). The integration in our regular processes will be done incrementally, and should not be disruptive of our curriculum review processes. We recognize that the meaningful implementation of some of the principles will be challenging -- areas and faculty should be supported in their implementation of the *Principles* in their courses and programs.

The tables are meant to illustrate how the Principles apply to the diverse areas at UFV. They are considered "living" documents, therefore, are not considered part of what Senate is asked to approve. They will be maintained by UEC. All areas are invited to submit examples or guiding questions that reflect their fields and areas of practices.

| Specific suggestions or requests for revisions |                                                                                                                                       | Revisions                                                                                                                                                                                                                          |
|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Principle #1, table "Program"                  | Mention portfolio with the capstone                                                                                                   | Done                                                                                                                                                                                                                               |
|                                                | Clarify statement about not repeating content/theories. Some cases where it is necessary (ex: Theatre practice)                       | Revised                                                                                                                                                                                                                            |
| Principle #1                                   | Lack of emphasis on assessment, considering the shift in K-12.                                                                        | Added paragraph on assessment at the end of the description.<br><br>While recognizing the importance of the K-16 discussion, we don't want to marginalize other groups of students who are not directly coming out of high school. |
|                                                | Would hate to lose the spontaneous nature of the classroom and opportunities for incidental learning if curriculum is outcome-driven. | Flexibility is also a principle; important to a learner-centred perspective. Quality curriculum is balanced.                                                                                                                       |
|                                                | By "outcomes" do we mean competencies, skills (what students can do)                                                                  | Yes, skills, knowledge, and abilities are all included in what is meant by "outcomes"                                                                                                                                              |
| Principle #1 and 3                             | Where is technology in all of this? How is it incorporated into students' learning?                                                   | We have added it explicitly as one of the elements of course content that supports the outcomes (5 <sup>th</sup> paragraph under #1). It is also mentioned in 2nd paragraph of Principle 3, relevant and forward-looking           |
| Principle #2                                   | Professional & industry standards highlighted, but not academic                                                                       | Already included in Ministry standards, but "academic communities" has been added to the Principle and description (2 <sup>nd</sup> and 3 <sup>rd</sup> paragraphs)                                                                |
|                                                | Do we acknowledge constraints created by ITA?                                                                                         | Yes, the Principles recognize that many programs serve two masters. We added the need for balance between external                                                                                                                 |

|                           |                                                                                                                                                                                          |                                                                                                                                                                  |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           |                                                                                                                                                                                          | standards and UFV values at the end of the last paragraph.                                                                                                       |
|                           | Does it apply to some areas more than others? The programs that are accredited by external professional are already rigorously assessed.                                                 | All programs must meet some external standards (e.g., Ministry's in the case of all degree-level programs) and UFV Principles apply to all as well.              |
| Principle #3              | Add volunteering and advocacy                                                                                                                                                            | Done                                                                                                                                                             |
|                           | Application can move beyond just a capstone project. Emphasis should be on application of learning/concepts.                                                                             | Agree that capstone is only one example of application.                                                                                                          |
| Principle #4              | Purpose of learning is also to "make the world a better place"                                                                                                                           | First paragraph revised to add: Quality curriculum "emphasizes ... the value that learning brings to community and personal life"                                |
|                           | Where is "critical thinking" in the Principles? Perhaps add an explicit point that quality curriculum is to get people thinking about curriculum (especially content) in different ways. | Critical thinking is part of the ILOs, therefore addressed in Principle #1 (alignment with ILOs); critical thinking is also included in Principle # 2 (rigorous) |
|                           | Clarify that "extra-curricular" does not refer to inside the university only (also life outside the university").                                                                        | "extra-curricular" removed from heading and replaced by "out-of-classroom" in description                                                                        |
|                           | Is research presented at a conference included in "extra-curricular"?                                                                                                                    | The first example under "course level" is about participation in conferences or publication beyond the classroom.                                                |
|                           | How does the university envision supporting this type of vision? Right now we are more about going to class rather than being integrated into campus life.                               | These <i>Principles</i> reinforce this vision, as does other initiatives.                                                                                        |
| Principle #5, Flexibility | Where is there a space for students to generate their own competencies, curriculum, outcomes?                                                                                            | Included in #5. Each area/program are expected to implement the Principles at their own pace.                                                                    |

|                         |                                                                                                                                              |                                                                                                                                                                                                                                            |
|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | There is a tension between student-generated learning and development, and principle #1.                                                     | Agree. Need for alignment with outcomes is meant to be balanced by flexibility. The balance will look a little different in different areas.                                                                                               |
| Principle #6, Inclusive | Examples of inclusivity focus on abilities and less about cultural differences. Emphasis on cultural differences is lost until the examples. | Has been significantly revised                                                                                                                                                                                                             |
|                         | How is curriculum inclusive? Should explicit mention be made of BC Human Rights Code and UFV policy?                                         | Explicit mention of BC Human Rights Code.                                                                                                                                                                                                  |
|                         | Remove reference to “barriers to success” (deficit approach)                                                                                 | Done                                                                                                                                                                                                                                       |
|                         | Flesh out what is meant by “learning readiness”                                                                                              | Done: readiness replaced by preparedness, and an example given (being aware of where students are at). An example of inclusiveness because it takes into account students with different levels of preparation.                            |
|                         | Need to expand on UDL to include differentiated learning.                                                                                    | The Principles and Handbook are designed to present a brief explanation only. As with all other aspects, we expect individuals to seek additional information and training.<br><br>Differential learning is also addressed in Principle 5. |
|                         | Access also recognizes the possible need to support students challenged with funding.                                                        | Agree, an example added to reinforce this point: “Is an open textbook an option to reduce costs for students?”                                                                                                                             |

**REVISED****Handbook to Accompany Guiding Principles for Curriculum Quality**

This handbook provides further clarification and examples to accompany the Guiding Principles for Curriculum Quality.

**Core Values:**

A student's education is a holistic journey that encompasses in-class and out-of-class experiences. Good curriculum acknowledges and fosters these connections as we prepare students to meet their goals.

In general, curriculum at UFV is:

- reflective of our identity and strategic priorities as expressed in UFV's Strategic Plan, Education Plan, SEM Plan, Institutional Learning Outcomes, and commitment to Indigenizing the Academy;
- intentional, in that it is designed with care to meet the criteria listed below; and
- continually improving and adapting to changing contexts.

**Principles:**

Quality curriculum is:

1. Outcome-driven, aligned, and intentionally designed to achieve its purpose.
2. Rigorous, meeting credential-level standards recognized by the Ministry, by professions, industry, and by academic communities, and striving for excellence.
3. Current, relevant, and forward-looking.
4. Connected to civic and personal obligations and growth as central to learning.
5. Flexible – It provides varied modes of delivery, recognition of prior and alternative learning experiences, and multiple program pathways.
6. Inclusive – It respects and honours people's differing backgrounds, cultures, experiences, and identities as a foundation and support for each student's success. It is in compliance with the *BC Human Rights Code*, and reflects UFV's commitment to internationalization, Indigenization, and access.

### 1. Outcome-driven, aligned, and intentionally designed to achieve its purpose.

Good curriculum is more than a disparate collection of courses or learning activities with no clear purpose, connection or logical progression among its elements. As Grant Wiggins and Jay McTighe wrote, “We need to think of unit design work as the intellectual equivalent of a GPS device in our car: by identifying a specific learning destination first, we are able to see the instructional path most likely to get us there.”<sup>1</sup>

Programs should have clearly identified Program Learning Outcomes (PLOs). Learning outcomes are phrased to answer the question *what will a graduate of this program be able to do (knowledge, skills, abilities)?* PLOs must be interrogated to ensure that they match with the Institutional Learning Outcomes (ILOs). A program alignment map is typically used for this purpose.

It is also important to verify that the Program Learning Outcomes are met through the course outcomes and other educational activities of the program, e.g. Co-curricular activities, co-op, Study Abroad, etc. These are the core elements that every student going through the program will encounter. Electives, if any, should also be shown to have value in helping the students meet the program outcomes and ILOs. Another element to consider is whether the components of your program or course are sequenced to achieve the intended purpose. For instance, courses that provide foundational skills should be taken early in the program.

Once course outcomes are clearly articulated, they must inform the design of the content of the course itself, including learning activities, supporting material, instructional approach, use of technology, and assessment. These items lead the student toward the program goals. Course content is designed to support learners in meeting the course and program outcomes; it should be chosen for that purpose only.

Assessments tools are designed to measure the students’ achievement of the outcomes. They are also an indicator of how well the curriculum is designed. If students are unable to demonstrate that they achieved the learning outcomes, it indicates that the curriculum, either in its structure or delivery, needs attention. Assessment closes the loop of quality curriculum design.

|                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Guiding questions to ensure that program outcomes are aligned to ILOs, and course outcomes, activities, and assessment are aligned to program outcomes.                                                                                                                                                      |
| <b>At the program level</b>                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• Do your program outcomes match with the ILOs?</li> <li>• Do your course outcomes support your program outcomes?</li> <li>• What does the course sequencing/mapping look like? What needs to be offered and when to allow for student program completion?</li> </ul> |
| <b>At the course level</b>                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>• Do your course assessments measure your course outcomes?</li> <li>• Do the course activities prepare the students for the assessments?</li> </ul>                                                                                                                   |

<sup>1</sup> *The Understanding by Design Guide to Creating High-Quality Units* (Alexandria, Virginia: ASCD, 2011), p. 7.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What to look for to ensure that elements of curriculum are intentionally designed to meet the program's or course's purpose:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>At the program level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>In a four-year degree where a level of specialization in a particular subject is expected, the subject is introduced to the students at the lower level. The upper level requires increases in complexity and sophistication of knowledge and skills built on the lower-level work.</p> <ul style="list-style-type: none"> <li>• Are students provided in their lower-level courses with the tools (skills and knowledge) that they require to perform as expected at the upper-level?</li> <li>• Do prerequisites facilitate the movement of students from one level to another without creating unnecessary barriers? Are the prerequisites about specific topics or general academic maturity?</li> <li>• Are the requirements for admission to the program well aligned with the program content and requirements, and designed to ensure students' success in the program? An example of misalignment is a program admission requirement that is lower than a prerequisite for a core lower-level course in the program.</li> <li>• Is repetition of content or concepts in the curriculum intentional? Where foundational knowledge and/or skills are reviewed, they should be approached from a different perspective, expanded, or examined in more detail?</li> </ul> <p>Not all programs are vertically structured. A one-year certificate, for instance, may be constructed to provide a range of entry-level skills.</p> <ul style="list-style-type: none"> <li>• Is there a capstone activity, practicum, portfolio, or other opportunity toward the end of the program where students demonstrate that they've acquired these skills by applying them to a project?</li> </ul> <p>A program may be designed to achieve an interdisciplinary specialization, for instance in Peace and Conflict Studies.</p> <ul style="list-style-type: none"> <li>• Are there a few core courses in the program where the connections are made between the various disciplinary approaches to the study or practice of peace and conflict studies?</li> </ul> |
| <b>At the course level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>• Are the activities designed so that students are comfortable with basic skills, such as how to summarize an author's argument, before asking them to complete a more complex task, such as to compare the view of two or more authors?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

2. Rigorous, meeting credential-level standards recognized by the Ministry, by professions, industry, and by academic communities, and striving for excellence.

Programs (and by extension course content) must adhere to standards articulated by bodies outside of UFV.

All degree-level programs (for instance, a major) must meet criteria set by the Ministry of Advanced Education. These are organized under six broad categories: 1. Depth and breadth of knowledge; 2. Knowledge of methodologies and research; 3. Application of knowledge; 4. Communication skills; 5. Awareness of limits of knowledge and 6. Professional capacity/autonomy.

Several programs must also meet sets of skills and knowledge areas articulated by professional and academic bodies. In some cases, a program content is closely monitored, even set, by the professional accrediting body (e.g., in social work and in the trades); in other cases, professional organizations articulate key competencies (e.g., team work) that we seek to include in our programs even if we don't formally seek accreditation. For instance, the recently-created Biochemistry major examined how teamwork is meaningfully incorporated in the program because it is one of the fundamental skills identified for practice in the field.

As with the elements of good curriculum design discussed thus far (outcome alignment and intentional design), reviewing from time to time how a program meets Ministry, professional, and academic standards is good practice. In addition to when a new degree is created, this is done through regular program reviews and renewal of accreditation.

The goal should be more than simply meeting the standards, although in some cases the standards are very stringent. By "striving for excellence", we recognize that creating and maintaining good curriculum is a process of continuous improvement that balances those external standards with UFV values and these *Principles*.



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| Guiding questions:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>At the program level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>The Ministry's standard for <i>Professional Capacity / Autonomy</i> is described as: "Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: 1) the exercise of initiative, personal responsibility and accountability; 2) working effectively with others; and, 3) behavior consistent with academic integrity."</p> <ul style="list-style-type: none"><li>• How do graduates of your program show that they have acquired these qualities and skills upon graduation?</li></ul> <p>Accreditation bodies will set specific program requirements. For example, the Accreditation Standards of the Canadian Association for Social Work Education stipulate that, "The four-year BSW curriculum reflects a balance of general education (at least 40 percent) and professional education (at least 50 percent) and a field practicum of at least 700 hours" and the Industry Training Authority provides detailed curriculum material for our apprentice programs.</p> <ul style="list-style-type: none"><li>• What accreditation standards exist for your program?</li><li>• How is your program delivering or meeting the standards?</li><li>• If a program exceeds the discipline-specific standards and requirements, what is the rationale and potential negative impact on the program's breadth and flexibility for students?</li></ul> |
| <b>At the course level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"><li>• Which course outcomes/courses support which accreditation standards for the program? (see Section 1 on alignment and mapping)</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

### 3. Current, relevant, and forward-looking.

Current and relevant curriculum considers recent scholarship and academic trends in the discipline or field. It is informed by a knowledge of the fields of professional practice that graduates of the program will enter. It connects what is taught in university to current issues, problems, and applications. Students are more likely to be interested in what they are learning, more motivated to learn new concepts and skills, and better prepared to succeed after graduation if their learning engages real-life contexts, equips them with practical and useful skills, and addresses topics that are relevant and applicable to their lives outside of school.

Curriculum is forward-looking if it anticipates changes in the academic, work, or community environment, such as changes to technology or professional practice. This may mean that program outcomes are designed to be adaptable to rapidly-changing environments and technologies. Forecasts of future trends in the discipline or workplace should be consulted in developing program outcomes and in considering program changes.

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#### 4. Connected to civic and personal obligations and growth as central to learning.

Quality curriculum concerns itself with more than the life of the mind, or with professional or economic pursuit; it recognizes the student as a member of community and as a whole person. It emphasizes the value that out-of-classroom experiences and obligations bring to learning, and the value that learning brings to community and personal life.

Activities that are not part of the academic curriculum are an integral part of a person's learning journey. These activities (such as one's participation in a club or event at UFV or in the community), enhance and bring relevancy to the curriculum, especially if explicitly connected to one's academic program. Specifically, they ask students to transfer and apply what they are learning in the classroom to another setting. This transfer of learning aids in building professional skills, creating fun and social connections, honing time management skills, and exploring other interests. Combined with the program of study, these skills help the student to meet the ILOs and develop into a well-rounded graduate. These experiences are often not assessed as part of a course grade or a program requirement, but they can be recognized by UFV through the co-curricular record, or they can be included in a student's portfolio. Although students are not assessed or required to participate in such activities, a good curriculum developer will actively connect the curriculum to the applied experiences by creating opportunities and networks, raising students' awareness about what is available, and communicating the value of participating.

Similarly, honouring the student as a whole person is critical to creating effective learning. Finding ways in our program and course activities to allow students to make connections between their university experience and their personal life and social obligations increases the applicability, and real-life meaning, of what they learn.

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| Examples of how the curriculum can be connected to community and personal life:                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>At the program level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| A student is paired with a local employer for the duration of their program. The student relies on this external relationship to test new ideas, practice skills, and complete a professional portfolio. <ul style="list-style-type: none"> <li>• Are opportunities for practicum or internship placements built into the program?</li> <li>• Is an advisory committee of employers consulted in program design?</li> </ul>                                                                                        |
| <b>At the course level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• Are students provided options to participate in research that leads to conferences or publication?</li> <li>• Are students encouraged to attend events hosted by the Indigenous Student Centre?</li> <li>• Do courses draw on examples and content from real workplaces or community organizations within the discipline?</li> <li>• Are students given opportunities to network with industry connections, volunteer in the community, or engage in advocacy?</li> </ul> |

5. Flexible – Curriculum provides varied modes of delivery, recognition of prior and alternative learning experiences, and multiple program pathways.

Building flexibility in the curriculum offers students choices to customize their learning experience to meet their long-term educational and professional goals. Flexibility is accomplished in at least three ways: modes of delivery that allow students to determine how, when, and where they wish to learn; multiple program pathways that cater to specific audiences and needs; and recognition of alternative, individualized learning.

Flexible curriculum is learner-centred. Maryellen Weimer (2012), author of *Learner-Centred Teaching*, describes learner-centred curriculum as engaging students in the hard work of learning, including explicit skill development, encouraging reflection about learning, giving students some control over the learning, and encouraging collaboration.<sup>2</sup> In short, learner-centred curriculum allows for and encourages flexibility of instruction and assessment so students take responsibility for and participate in their learning.

**At the program level**

Using technology to provide remote or online study allow students to combine work, study, and personal commitments. Evening and weekend course scheduling, as well as accelerated or part-time options, also serves different groups of learners.

- Would a person with different life commitments and background (shift worker, stay-at-home parent, professional) be able to complete the program?

Flexibility in a program is ensured through choice of electives and frequency of offerings (at least every two years).

- Can students choose options or topics that best relate to their interests and goals?
- Have options for prior learning to meet either admission or program requirements been built into the program?
- Could a student meet some program outcomes through a study abroad experience or student-generated activities?
- Are there options for transfer into and out of the program?
- In a cohort program in which courses are taken sequentially, is it possible for students to re-enter the program in the case of interruption?
- Does the program include opportunities for self-reflection on student learning through a capstone or reflective course, assignment, or project? Are opportunities for self-reflection built into the program in other ways?
- Do the program outcomes explicitly address skill development? Is collaboration encouraged in the program through the outcomes or the design?

<sup>2</sup> Weimer, M. (2012). Five characteristics of learner-centred teaching. *Faculty Focus: Higher Ed Teaching Strategies from Magna Publications*. Retrieved from <http://www.facultyfocus.com/articles/effective-teaching-strategies/five-characteristics-of-learner-centered-teaching/>

**At the course level**

- Are there options for different types of assignments to meet the same course learning outcomes (e.g., essay, poster, case study)?
- Does the course offer flexible assignment deadline choices for students?
- Is skill instruction embedded within the course content?
- Are students encouraged to reflect on the nature of their learning, either through specific assignments or class discussions?
- Are there opportunities for students to collaborate?
- Do course outcomes and assignments encourage students to work independently of the instructor and use critical thinking and problem solving skills?

6. Inclusive – The curriculum respects and honours people’s differing backgrounds, cultures, experiences, and identities as a foundation and support for each student’s success. It is in compliance with the *BC Human Rights Code*, and reflects UFV’s commitment to internationalization, Indigenization, and access.

Inclusive curriculum design takes into account the learners’ backgrounds, cultures, identities, social and emotional learning, and differing abilities. Inclusivity and respect for diversity require the creation of learning environments (physical and virtual) that increase feelings of belonging, engagement, and empowerment. It is equally important that students are encouraged to reach their potential and that no one is disadvantaged by teaching practices or curriculum.<sup>3</sup> Under the *BC Human Rights Code* and UFV’s [\*Discrimination, Bullying and Harassment Prevention Policy\*](#) (#18), people providing a service to the public have “a **duty to accommodate**” and should be aware that “discrimination does not have to be **intentional** to be against the law.”

Using the principles of Universal Design for Learning (UDL) enables designers to write inclusive curriculum. UDL is based on a methodology that advocates providing information to students in multiple ways, allowing different options for students to express their understanding of the material, and increasing motivation to learn by empowering students. The flexibility that is fundamental to UDL can be used to assist all students as it removes many barriers to learning that can result from cultural differences, varying ability, learning preferences, work and home responsibilities, or other life events.

The inclusive curriculum design approach advocated by the UK higher education sector elaborates on inclusivity. “An inclusive curriculum design approach is one that takes into account students’ educational, cultural and social background and experience as well as the presence of any physical or sensory impairment and their mental well-being. It enables higher education institutions [...] to embed quality enhancement processes that ensure an *anticipatory* response to equality in learning and teaching.”<sup>4</sup> The critical concept in this approach, as in UDL, is that actions to ensure inclusiveness and ultimately equity in access to education are most powerful when taken pro-actively, not in response, or in reaction, to a perceived deficiency.

| <b>At the program level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <ul style="list-style-type: none"> <li>• Have you considered the background of the program students?</li> <li>• Do program materials and content use gender or cultural neutral language?</li> <li>• Have the social and emotional learning needs of the students been considered?</li> <li>• Has consideration, adaptation, or alternatives for social or cultural barriers been made?</li> <li>• Are there structural barriers that help or impede admission of specific groups of students?<br/>How can these be addressed?</li> </ul> |

<sup>3</sup> Hanesworth, P. (2015). Embedding equality and diversity in the curriculum: A model for learning and teaching practitioners. Higher Education Academy. Retrieved from <https://www.heacademy.ac.uk/resource/embedding-equality-and-diversity-curriculum-model-learning-and-teaching-practitioners-0>

<sup>4</sup> Emphasis is ours. Morgan, H. and Houghton, A. (2011). Inclusive curriculum design in higher education: Considerations for effective practice across and within subject areas. Retrieved from [https://www.heacademy.ac.uk/resources/detail/inclusion/Disability/Inclusive\\_curriculum\\_design\\_in\\_higher\\_education](https://www.heacademy.ac.uk/resources/detail/inclusion/Disability/Inclusive_curriculum_design_in_higher_education)

**At the course level**

- What levels of learning preparedness are in my classroom? How can I be aware of where students are at?
- Is there a variety of instruction methods so that students have more than one opportunity to understand course material?
- Do we take advantage of web-based course materials so that students can access resources for review and follow up class sessions?
- Is there a range of assessment methods?
- Are texts available in both print and digital format to ensure accessibility to the materials?
- Is an open textbook an option to reduce costs for students?

**DRAFT ENDORSED IN MARCH****Handbook to Accompany Guiding Principles for Curriculum Quality**

This handbook provides further clarification and examples to accompany the Guiding Principles for Curriculum Quality.

**Core Values:**

A student's education is a holistic journey that encompasses in-class and out-of-class experiences. Good curriculum acknowledges and fosters these connections as we prepare students to meet their goals.

In general, curriculum at UFV is:

- reflective of our identity and strategic priorities as expressed in UFV's Strategic Plan, Education Plan, SEM Plan, Institutional Learning Outcomes, and commitment to Indigenizing the Academy;
- intentional, in that it is designed with care to meet the criteria listed below; and
- continually improving and adapting to changing contexts.

**1. Outcome-driven, aligned, and intentionally designed to achieve its purpose**

Good curriculum is more than a disparate collection of courses or learning activities with no clear purpose, connection or logical progression among its elements. As Grant Wiggins and Jay McTighe wrote, "We need to think of unit design work as the intellectual equivalent of a GPS device in our car: by identifying a specific learning destination first, we are able to see the instructional path most likely to get us there."<sup>1</sup>

Program areas should identify Program Learning Outcomes, then interrogate how they match with the Institutional Learning Outcomes. Answer the question *what will a graduate of this program be able to do (knowledge, skills, abilities)?* Then verify that the program outcomes meet the ILOs. A program alignment map is typically used for this purpose.

Next, verify that the Program Learning Outcomes are met through the course outcomes and other educational activities of the program, e.g. Co-curricular activities, co-op, Study Abroad, etc. These are the core elements that every student going through the program will encounter. Ensure that the electives, if any, are also shown to have value in helping the students meet the program outcomes and ILOs.

Another element to consider is whether the components of your program or course are sequenced to achieve the intended purpose. Examples of areas or questions to examine in relation to intentional design are provided below.

Once your course outcomes are clearly articulated, you're ready to turn to the design of the content of the course itself, including learning activities, supporting material, assessments, etc. Ensure that course

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<sup>1</sup> *The Understanding by Design Guide to Creating High-Quality Units* (Alexandria, Virginia: ASCD, 2011), p. 7.



content is designed to support learners in meeting the course and program outcomes; it should be chosen for that purpose only.

Guiding questions to ensure that *program outcomes are aligned to ILOs, and course outcomes, activities, and assessment are aligned to program outcomes.*

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| <b>At the program level</b>                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• Do your program outcomes match with the ILOs?</li> <li>• Do your course outcomes support your program outcomes?</li> <li>• What does the course sequencing/mapping look like? What needs to be offered and when to allow for student program completion?</li> </ul> |
| <b>At the course level</b>                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>• Do your course assessments measure your course outcomes?</li> <li>• Do the course activities prepare the students for the assessments?</li> </ul>                                                                                                                   |

Resources: standard program maps (more than one)

What to look for to ensure that elements of curriculum are intentionally designed to meet the program's or course's purpose:

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| <b>At the program level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>In a four-year degree where a level of specialization in a particular subject is expected, the subject is introduced to the students at the lower level. The upper level requires increases in complexity and sophistication of knowledge and skills built on the lower-level work.</p> <ul style="list-style-type: none"> <li>• Are students provided in their lower-level courses with the tools (skills and knowledge) that they require to perform as expected at the upper-level?</li> <li>• Do prerequisites facilitate the movement of students from one level to another without creating unnecessary barriers? Are the prerequisites about specific topics or general academic maturity?</li> <li>• Are the requirements for admission to the program well aligned with the program content and requirements, and designed to ensure students' success in the program? An example of misalignment is a program admission requirement that is lower than a prerequisite for a core lower-level course in the program.</li> <li>• Are students required to do the same work twice? A review of the program should ensure minimal repetition. Where foundational concepts are reiterated, they are approached from a different perspective, expanded, or examined in more detail.</li> </ul> <p>Not all programs are vertically structured. A one-year certificate, for instance, may be constructed to provide a range of entry-level skills.</p> <ul style="list-style-type: none"> <li>• Is there a capstone activity, practicum, or other opportunity toward the end of the program where students demonstrate that they've acquired these skills by applying them to a project?</li> </ul> <p>A program may be designed to achieve an interdisciplinary specialization, for instance in Peace and Conflict Studies.</p> <ul style="list-style-type: none"> <li>• Are there a few core courses in the program where the connections are made between the various disciplinary approaches to the study or practice of peace and conflict studies?</li> </ul> |

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| <b>At the course level</b> |
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| <ul style="list-style-type: none"> <li>• Are the activities designed so that students are comfortable with basic skills, such as how to summarize an author’s argument, before asking them to complete a more complex task, such as to compare the view of two or more authors?</li> </ul> |
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2. Rigorous, meeting credential-level standards recognized by the Ministry and by professions and industry, and striving for excellence.

Programs (and by extension course content) must adhere to standards articulated by bodies outside of UFV.

All degree-level programs (for instance, a major) must meet criteria set by the Ministry of Advanced Education. These are organized under six broad categories: 1. Depth and breadth of knowledge; 2. Knowledge of methodologies and research; 3. Application of knowledge; 4. Communication skills; 5. Awareness of limits of knowledge and 6. Professional capacity/autonomy.

Several programs must also meet sets of skills and knowledge areas articulated by professional bodies. In some cases, a program content is closely monitored, even set, by the professional accrediting body (e.g., in social work and in the trades); in other cases, professional organizations articulate key competencies (e.g., team work) that we seek to include in our programs even if we don’t formally seek accreditation. For instance, the recently-created Biochemistry major examined how teamwork is meaningfully incorporated in the program because it is one of the fundamental skills identified for practice in the field.

As with the elements of good curriculum design discussed thus far (outcome alignment and intentional design), reviewing from time to time how a program meets Ministry and professional standards is good practice. In addition to when a new degree is created, this is done through regular program reviews and renewal of accreditation.

The goal should be more than simply meeting the standards, although in some cases the standards are very stringent; by “striving for the excellence”, we recognize that good curriculum is always a process of continuous improvement.

Guiding questions:

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| <b>At the program level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>At the course level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>At the course level</b></p> <ul style="list-style-type: none"> <li>• Are courses reviewed informally before their six-year date to see if changes are required to reflect a change in professional or disciplinary practice?</li> <li>• Do courses include discipline or industry-specific problems/scenarios as examples and assignment prompts? Are connections with employers made for project work?</li> <li>• Are current examples and case studies used where possible?</li> <li>• Are you highlighting for your students the employability skills that they develop through their course work?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

#### 4. Connected to extra-curricular experiences, acknowledging students' civic and personal obligations and growth as central to their learning

Quality curriculum concerns itself with more than the life of the mind, or with professional or economic pursuit. It recognizes the student as a member of community and as a whole person, and emphasizes the value that extra-curricular experiences and obligations bring to learning.

Extracurricular experiences are activities that are not part of the academic curriculum but an integral part of a person's learning journey. Extra-curricular activities and obligations (such as one's participation in a club or event at UFV or in the community), enhance and bring relevancy to the curriculum, especially if explicitly connected to one's academic program. Specifically, they ask students to transfer and apply what they are learning in the classroom to another setting. This transfer of learning aids in building professional skills, creating fun and social connections, honing time management skills, and exploring other interests. Combined with the program of study, these skills help the student to meet the ILOs and develop into a well-rounded and socially skilled graduate.

Extra-curricular experiences are often not assessed as part of a course grade or a program requirement. They can be recognized by UFV through the co-curricular record, or they can be included in a student's portfolio. Although students are not assessed or required to participate in such activities, a good curriculum developer will actively connect the curriculum to the applied experiences by creating

opportunities and networks, raising students' awareness about what is available, and communicating the value of participating.

Similarly, honouring the student as a whole person is critical to creating effective learning. Finding ways in our program and course activities to allow students to make connections between their university experience and their personal life increases the applicability, and real-life meaning, of what they learn.

Examples of how the curriculum can be connected to extra-curricular experiences, including community and personal life:

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| <b>At the program level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>At the course level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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<sup>2</sup> Weimer, M. (2012). Five characteristics of learner-centred teaching. *Faculty Focus: Higher Ed Teaching Strategies from Magna Publications*. Retrieved from <http://www.facultyfocus.com/articles/effective-teaching-strategies/five-characteristics-of-learner-centered-teaching/>

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>At the program level</b></p> <p>Using technology to provide remote or online study allow students to combine work, study, and personal commitments. Evening and weekend course scheduling, as well as accelerated or part-time options, also serves different groups of learners.</p> <ul style="list-style-type: none"> <li>• Would a person with different life commitments and background (shift worker, stay-at-home parent, professional) be able to complete the program?</li> </ul> <p>Flexibility in a program is ensured through choice of electives and frequency of offerings (at least every two years).</p> <ul style="list-style-type: none"> <li>• Can students choose options or topics that best relate to their interests and goals?</li> <li>• Have options for prior learning to meet either admission or program requirements been built into the program?</li> <li>• Could a student meet some program outcomes through a study abroad experience or student-generated activities?</li> <li>• Are there options for transfer into and out of the program?</li> <li>• In a cohort program in which courses are taken sequentially, is it possible for students to re-enter the program in the case of interruption?</li> <li>• Does the program include opportunities for self-reflection on student learning through a capstone or reflective course, assignment, or project? Are opportunities for self-reflection built into the program in other ways?</li> <li>• Do the program outcomes explicitly address skill development? Is collaboration encouraged in the program through the outcomes or the design?</li> </ul> |
| <p><b>At the course level</b></p> <ul style="list-style-type: none"> <li>• Are there options for different types of assignments to meet the same course learning outcomes (e.g., essay, poster, case study)?</li> <li>• Does the course offer flexible assignment deadline choices for students?</li> <li>• Is skill instruction embedded within the course content?</li> <li>• Are students encouraged to reflect on the nature of their learning, either through specific assignments or class discussions?</li> <li>• Are there opportunities for students to collaborate?</li> <li>• Do course outcomes and assignments encourage students to work independently of the instructor and use critical thinking and problem solving skills?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

6. Inclusive – The curriculum respects and honours people’s differing backgrounds, cultures, abilities, and experiences so they are not barriers to success, but are a foundation and support for each student’s success. This reflects UFV’s commitment to internationalization, Indigenization, and access.

Inclusive curriculum design considers the whole person and takes into account student backgrounds, social and emotional learning, differing abilities, and academic and social engagement to ensure accessibility for all.

One approach to writing inclusive curriculum is to consider the principles of Universal Design for Learning (UDL). UDL is based on a methodology that advocates providing information to students in multiple ways, allowing different options for students to express their understanding of the material, and increasing motivation to learn by empowering students. The flexibility that is fundamental to UDL can be used to assist all students as it removes many barriers to learning that can result from cultural differences, varying ability, learning preferences, work and home responsibilities, or other life events.

Similar to UDL is the inclusive curriculum design approach advocated by the UK higher education sector. “An inclusive curriculum design approach is one that takes into account students’ educational, cultural and social background and experience as well as the presence of any physical or sensory impairment and their mental well-being. It enables higher education institutions [...] to embed quality enhancement processes that ensure an *anticipatory* response to equality in learning and teaching.”<sup>3</sup> The critical concept in this approach, as in UDL, is that actions to ensure inclusiveness and ultimately equity in access to education are most powerful when taken pro-actively, not in response, or in reaction, to a perceived deficiency.

In short, inclusivity requires the creation of learning environments (physical and virtual) that increase feelings of belonging and engagement. It is important that all students have the opportunity to feel engaged and to shape the learning as partners. It is equally important that students are encouraged to reach their potential and that no one is automatically disadvantaged by teaching practices or curriculum.<sup>4</sup>

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>At the program level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>• Have you considered the background of the program students?</li> <li>• Do program materials and content use gender or cultural neutral language?</li> <li>• Have the social and emotional learning needs of the students been considered?</li> <li>• Has consideration, adaptation, or alternatives for social or cultural barriers been made?</li> <li>• Are there structural barriers that help or impede admission of specific groups of students? How can these be addressed?</li> </ul>                    |
| <b>At the course level</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>• What levels of learning readiness are in my classroom?</li> <li>• Is there a variety of instruction methods so that students have more than one opportunity to understand course material?</li> <li>• Do we take advantage of web-based course materials so that students can access resources for review and follow up class sessions?</li> <li>• Is there a range of assessment methods?</li> <li>• Are texts available in both print and digital format to ensure accessibility to the materials?</li> </ul> |

<sup>3</sup> Emphasis is ours. Morgan, H. and Houghton, A. (2011). Inclusive curriculum design in higher education: Considerations for effective practice across and within subject areas. Retrieved from [https://www.heacademy.ac.uk/resources/detail/inclusion/Disability/Inclusive\\_curriculum\\_design\\_in\\_higher\\_education](https://www.heacademy.ac.uk/resources/detail/inclusion/Disability/Inclusive_curriculum_design_in_higher_education)

<sup>4</sup> Hanesworth, P. (2015). Embedding equality and diversity in the curriculum: A model for learning and teaching practitioners. Higher Education Academy. Retrieved from <https://www.heacademy.ac.uk/resource/embedding-equality-and-diversity-curriculum-model-learning-and-teaching-practitioners-0>



## MEMO

To: UEC  
From: Sylvie Murray, Program Development and Quality Assurance Coordinator  
Date: May 9, 2016  
Subject: Revisions to Procedures for Undergraduate Program and Course Approval for 2016-17

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The following revisions to the [Procedures for Undergraduate Program and Course Approval](#) (Appendix to Policy 21) are proposed for 2016-17. Text to be removed is marked in Track Changes on the Procedures (last revised: September 2015).

- 1) Removal of APPC from process for major program changes and editorial change to language about SBC's recommendation -- Text to be amended on p. 4 (paragraph "Major program changes" mid-page), p. 13 par. 5, and p. 14 (flowchart)

Rationale: APPC passed a motion on April 13 that its terms of reference be amended to remove the need for APPC to review program changes. The change suggested above would be effective upon Senate approval of the APPC's request, anticipated in June.

Rationale (regarding SBC's motion to Senate): The content of SBC's recommendation might be other than "confirms that the cost of implementation is adequately reflected in the analysis".

- 2) Minimum timelines revised for greater accuracy (p. 4)

Rationale: new wording ("the approximate **minimum** lengths of time that the approval processes take from ~~development~~ development recommendation by Faculty/college council to final approval") is more accurate of the "approval" process. Also, the time required for "development" of a proposal, prior to the proposal being submitted for recommendation to Faculty/college council, may vary significantly according to the group whereas the review/approval process is more predictable.

Rationale: new wording for new program (including concept paper): With the introduction of a yearly schedule for review of concept papers (in April-June this year, expected to continue on this schedule), we are now in a position to predict more accurately the time required for development and approval of a new program. The timeline noted in the revisions is what is recommended for most concept papers coming forward for approval this year.

- 3) Regulation regarding 12 months' notice for changes that make entrance requirements more restrictive – bottom of p. 4 (top of p. 5)

Rationale: policy 87 has been rescinded and this regulation is now included in policy 80 (Admissions). Revisions reflect language in policy 80.



- 4) In the case that new courses and major course changes have budgetary implications, clarify that “Both UEC and SBC recommendations are sent to Senate concurrently.”

Rationale: This is current practice, but is not clear in the Procedures.

- 5) Clarify when a program change might be considered a new program by the Ministry – this is currently noted at the end of the first paragraph on p. 13, but should be noted more prominently at the bottom of p. 13 and in the table defining major changes on p. 10

Rationale: new language mirrors that used by Ministry in definition of new program.

- 6) Section on concept paper and new programs, includes editorial changes to remove excessive administrative details (e.g., who sends to whom) that have now been captured in an Administrative Guide maintained by the Program Development assistant. Since the PDO is involved in every step of the process for new programs, it is not necessary for the published procedures to include as many details. Other editorial changes include highlighting elements that are part of current practice/expectations.
- 7) Section on Full Program proposal includes a new step: orientation meeting. This is proposed to ensure that a time is put aside at the outset to review expectations for development of quality curriculum (including Guiding Principles), and clarify any considerations noted during approval of concept paper.
- 8) Budget development is removed as a distinct step because it is done throughout the early stages of proposal development, leading up to submission to SBC.
- 9) The nature of APPC’s recommendation is up for APPC to determine, and may include whether the considerations noted as part of the concept paper approval have been taken into account in the proposal development stage.
- 10) More accurate language in regards to external approval: some new programs require Ministry approval, some only posting on the provincial peer-review site, others none (as in the case of certificates that do not ladder into a higher-level credential).

# **Procedures**

## **for Undergraduate Program and Course Approval**

Appendix to Policy 21

Last revised: September 2015

**ufv.ca**



## Introduction

UFV's Undergraduate Course and Program Approval policy (21) grants the Undergraduate Education Committee (UEC) the authority to develop procedures for the approval of new and revised courses and programs.

All new and revised courses and programs will follow a specific approval process. This process include a series of structured consultations and approvals that give the UFV community an opportunity to examine a program or course in terms of the quality of the curriculum, consistency of standards, attention to student needs, and adherence to UFV's strategic plan, mandate, and institutional learning outcomes.

This document outlines the procedures in effect as of September 2015. The policy can be found at [www.ufv.ca/policies](http://www.ufv.ca/policies).

## Submission guidelines

Items submitted to faculty council and subsequent committees should be formatted appropriately, and should include all relevant documents.

Course proposals should include an updated course outline on the current course outline form, and a memo created with the official Memo Template. Both forms can be found on the UEC websites, at [www.ufv.ca/senate/uec/uec-resources](http://www.ufv.ca/senate/uec/uec-resources). A Word version of the current official course outline should be requested from the UEC Assistant, and whenever possible, Word's track changes feature should be used to highlight any revisions being made to the course outlines. The UEC Assistant can provide assistance with this feature.

Program proposals should include all relevant attachments (rationale memo, budget information, etc.). Program changes should be accompanied by calendar copy with changes tracked.

## Additional resources

Forms, templates, and other resources for the development of new programs can be found on the Program Development Office website, [www.ufv.ca/pdo](http://www.ufv.ca/pdo).

Resources for new courses, revisions to existing courses, major and minor changes to existing programs, and general information on the approval process can be found on the UEC website, [www.ufv.ca/senate/uec](http://www.ufv.ca/senate/uec).

The UEC Assistant and the Program Development ~~Coordinator~~ Office can also be contacted directly with any questions.

## Terms and definitions

**Academic unit:** Includes but is not limited to faculties, schools, libraries, programs, centres, departments, and institutes.

**Academic Planning and Priorities Committee (APPC):** Senate standing committee responsible for advising Senate on the mission, goals, objectives, strategies, and priorities of the university (see APPC Terms of Reference).

**Campus-Wide Consultation (CWC):** An opportunity for other academic units and service areas (e.g., Office of the Registrar, Library, Student Services) to review and provide feedback about the course or program submission. Developers must respond to all comments submitted and include this response with the submission to UEC.

**Lower-level course:** First- or second-year course, generally numbered in the 100s and 200s.

**Major course change:** A change to a course that affects the nature or focus of a course, options for students, or budget. A more detailed breakdown of major course changes is available on page [49](#).

**Major program change:** A modification to a program that affects the nature or focus of the program, options for students, or budget. A more detailed breakdown of major program changes is available on page 10.

**Minor course change:** A change to a course that has no effect on the nature or focus of a course, options for students, or budget. A more detailed breakdown of minor course changes is available on page [49](#).

**Minor program change:** Any change which is not major, as described above. A more detailed breakdown of minor program changes is available on page 10.

**Official course outline:** Legal document used for calendar copy, articulation, and official documentation purposes. The official course outline is used as a guideline for the syllabus that instructors develop and provide to students.

**Program:** Collection of courses and associated requirements offered as a credential or an option within a credential. This includes, but is not limited to, a certificate, diploma, minor, extended minor, major, honours, degree, specialization, option, or concentration.

**Program budget analysis:** Summary of the budget implications of a proposed new program or revisions to an existing program. This should be attached to all new and revised program proposals when submitted to Senate and its standing committees.

**Program Committee:** Approved by dean(s) to oversee the implementation and administration of a program and its courses.

**Program concept paper:** Brief summary of a proposed new program prepared using a standard template provided by the Program Development Office.

**Program Development Office (PDO):** Facilitates and assists with the development of academic programs, and in matters related to academic quality assurance, curriculum design, and programming.

**Program proposal:** Detailed description for a new program prepared on a standard template provided by the Program Development Office.

**Program Report and Plan:** Submitted annually to the Board, includes Concept Papers recommended by Senate for approval.

**Program Working Group (PWG):** Group formed by the dean(s) to proceed in the development of a new program.

**Senate Budget Committee (SBC):** Senate standing committee responsible for advising Senate on the university's annual budget, budgetary policies, guidelines, processes, and models (see SBC Terms of Reference).

**Undergraduate Education Committee (UEC):** Senate standing committee responsible for advising Senate on all matters related to the undergraduate educational programs of the university, including policies, practices, and criteria for admission, evaluation, and promotion of undergraduate students (see UEC Terms of Reference).

**Undergraduate Education Committee (UEC) Screening Subcommittee:** UEC standing subcommittee responsible for reviewing all course and program proposals for clarity, completeness, and consistency with current academic policies and practices.

**Upper-level course:** Third- or fourth-year course, generally numbered in the 300s and 400s.

## Timelines

### Calendar deadlines

The calendar is the official source for all approved courses and programs, and can be found at [www.ufv.ca/calendar](http://www.ufv.ca/calendar). All changes and new additions of courses and programs should be published to the calendar prior to implementation.

A new calendar comes into effect in April (Fall calendar) and October (Winter/Summer calendar) of each year. Any proposals that are approved and processed after these dates will be included in the following calendar. The draft calendar copy is updated regularly and is available through a link on the calendar home page.

All departments are encouraged to submit changes that affect calendar copy as far in advance as possible to avoid missing the deadlines for revisions.

**Major program changes** must be approved by the January UEC meeting to be included in the Fall calendar, or by the June UEC meeting to be included in the Winter/Summer calendar. (Subsequent approval by ~~APPC and~~ Senate, and in some cases by SBC, is also required).

**Minor program changes and major and minor course changes** must be approved by the February UEC meeting to be included in the Fall calendar, or by the September UEC meeting to be included in the Winter/Summer calendar.

### Minimum timelines

Due to the need for quality assurance, the following are the approximate **minimum** lengths of time that the approval processes take from ~~development~~ recommendation by Faculty/college council to final approval.

#### Courses

- New course: 4-5 months
- Major changes: 4-5 months
- Minor changes: 2-3 months

**Note:** Changes to prerequisites that are more restrictive require 6 months' notice in the academic calendar (see policy [84](#)).

#### Programs

- New program (including concept paper): ~~18+ months~~\*: ~~months~~approximately two academic years if the following optimal timeline is followed:
  - Year 1: September-February: development of concept paper
  - Year 1: March-June: review and approval of concept paper
  - Year 2: September-December: development of full program proposal
  - Year 2: January-June: internal review and approval of full program proposal
  - External review and approval: two to three months for certificates and diplomas; depending on

Ministry timelines for degrees.

- Major changes: 7-8 months
- Minor changes: 4-5 months

\* Does not apply to programs approved under the expedited approval process.

**Note:** Changes that make entrance requirements more restrictive must be published in the academic calendar at least twelve months prior to the start of the semester, unless they are necessary to maintain the program's accreditation require 12 months' notice in the academic calendar (see policy 807) [\[link policy\]](#).

## Course Approval Processes

The course approval process differs for new courses, major course changes, and minor course changes. The following outlines the steps in each of the course approval processes. Each process correlates with the flow charts featured on the following page.

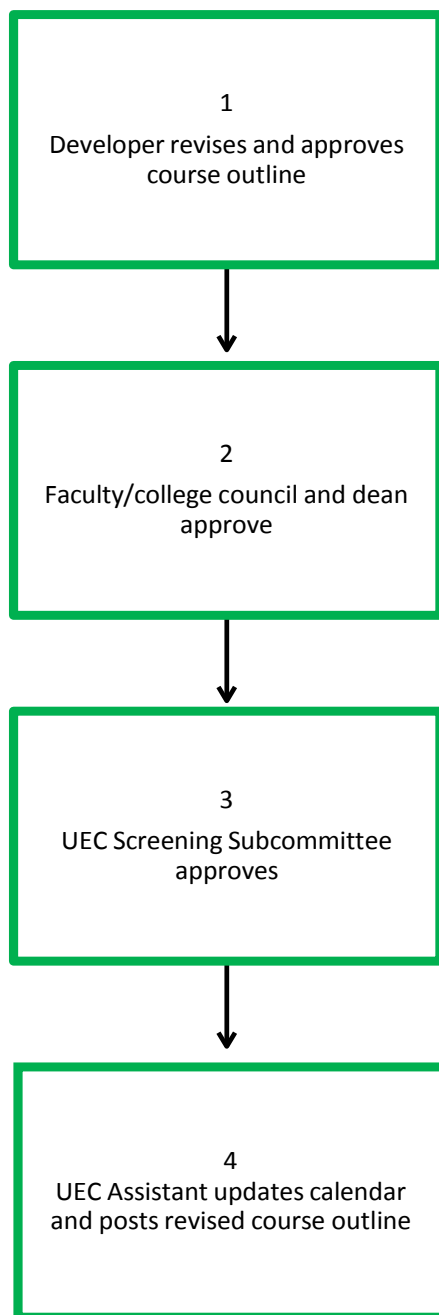
A chart of major vs. minor changes to an existing course can be found on page 9.

### Minor course changes (minimum 2-3 months)

1. **Course outline revisions:** The department/school or program committee, hereafter referred to as the developer, requests a Word version of the current course outline from the UEC Assistant. The developer revises and approves the course outline, including transfer to a new course outline form if necessary. The developer also prepares a memo outlining the rationale and any financial implications of the course changes using the Memo Template found on the UEC website.
2. **Faculty/college council and dean:** The developer submits the course outline and memo to the faculty/college council (and, if applicable, the faculty/college curriculum committee) and dean(s) for approval. If changes are recommended, the revisions are made by the developer and the revised course outline is returned to the council assistant who verifies that it conforms to council recommendations. **Note:** For an Indigenous designation, courses must also be reviewed by the Indigenous Studies Curriculum Committee.
3. **UEC Screening Subcommittee:** The council assistant sends the course outline and memo to the UEC Assistant for the Screening Subcommittee, which confirms that the changes are minor and approves the course changes for publication. If changes are recommended, revisions are made by the developer (using track changes) and resubmitted to the faculty/college council and UEC Screening Subcommittee. Minor editorial changes do not require resubmission.
4. **Publication:** The UEC Assistant/Calendar Editor makes all necessary calendar changes, posts the revised course outline on the website ([www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines)), and sends the course outline to OReg for data entry.



**Approval process for minor course changes**



**New courses and major course changes (minimum 4-5 months)**

1. **Development of course outline:** The department/school or program committee, hereafter referred to as the developer, develops and approves the course outline. If revisions are being made to an existing course, the developer requests a Word version of the current course outline from the UEC Assistant. The developer also prepares a memo outlining the rationale and any financial implications of the new course using the Memo Template that will be found on the UEC website.

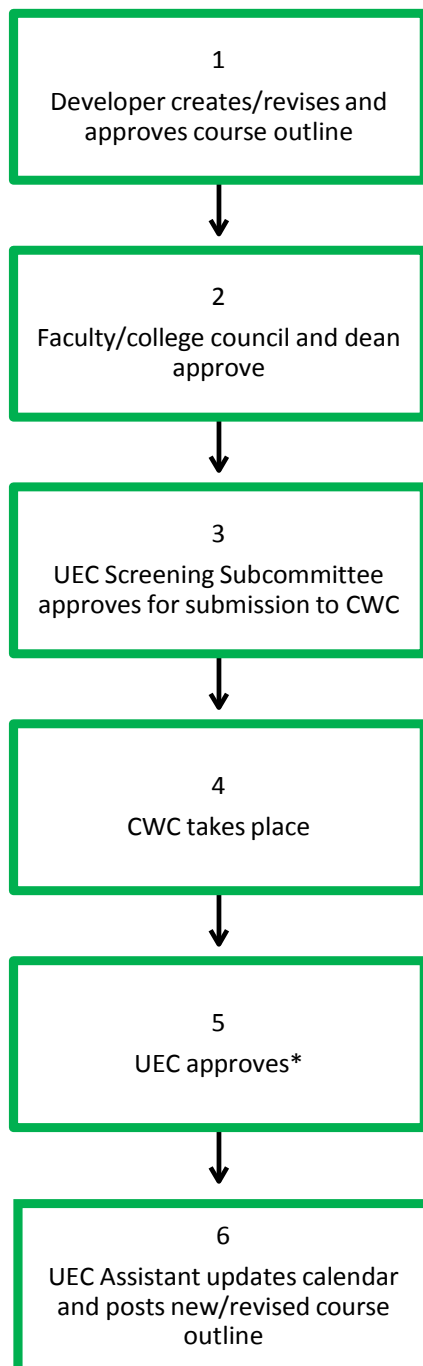
Dean(s) determine if there are significant budgetary implications with the proposed course.

2. **Faculty/college council and dean:** The developer submits the course outline and memo to the faculty/college council (and, if applicable, the faculty/college curriculum committee) and dean(s) for approval. If changes are recommended, the revisions are made by the developer and the revised course outline is returned to the council assistant who verifies that it conforms to council recommendations. **Note:** For an Indigenous designation, courses must also be reviewed by the Indigenous Studies Curriculum Committee.
3. **UEC Screening Subcommittee:** The council assistant sends the course outline and memo to the UEC Assistant for the Screening Subcommittee, which reviews the proposal before submission to Campus-Wide Consultation (CWC). If changes are recommended, revisions are made by the developer (using track changes) and resubmitted to the faculty/college council and UEC Screening Subcommittee. Minor editorial changes do not require resubmission.
4. **Campus-Wide Consultation (CWC):** The UEC Assistant submits the course outline and memo to the Campus-Wide Consultation, copying the developer. The developer monitors and responds to comments. Any proposal not forwarded to UEC within eight months of CWC must be resubmitted to faculty council for approval.
5. **Undergraduate Education Committee (UEC):** The developer submits the CWC comments and responses, along with any changes to the course outline, to UEC. UEC approves the course outline, or recommends to Senate for approval if there are financial implications.

If there are financial implications, SBC will review the course outline and memo and make a recommendation to Senate. Both UEC and SBC recommendations are sent to Senate concurrently.

6. **Publication:** The UEC Assistant/Calendar Editor makes all necessary calendar changes, posts the new/revised course outline on the website ([www.ufv.ca/calendar/courseoutlines](http://www.ufv.ca/calendar/courseoutlines)), and sends the course outline to OReg for data entry.

**Approval process for new courses and major course changes**



\* In the case of budgetary implications, UEC and SBC will both review and recommend to Senate for approval.

## Course Changes

### Major vs. minor changes to an existing course

| Type of change                            | Major changes                                                       | Minor changes                                                                                               |
|-------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <b>Title and/or calendar description</b>  | Reflects a change in nature or focus                                | For correction or clarification                                                                             |
| <b>Learning outcomes and/or content</b>   | Reflects a change in nature or focus                                | Does not reflect a change in nature or focus                                                                |
| <b>Course level</b>                       | Moving a lower-level course to an upper-level course and vice versa | Moving a first-year course to second year and vice versa or third-year course to fourth year and vice versa |
| <b>Prerequisites and/or co-requisites</b> | Any change to prerequisites                                         | Editorial change only                                                                                       |
| <b>Course details</b>                     | Change in number of credits or number of hours                      | Frequency of course offering                                                                                |
| <b>Delivery method</b>                    | Change or addition of a delivery method that has a cost             | Change or addition of a delivery method that does not affect cost                                           |
| <b>Impact on other programs</b>           | Affects other academic units                                        | Does not affect other academic units                                                                        |
| <b>Other</b>                              | Deletion of course                                                  | PLAR options, grading system, texts, evaluation methods                                                     |

Note: One major change means that all changes in the proposal are considered major.

## Program Changes

### Major vs. minor changes to an existing program

| Type of change                     | Major changes                                                                          | Minor changes                                                                    |
|------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Resource requirements              | Additional resources are required at a cost                                            | Additional resource costs are covered by the associated academic unit            |
| Courses                            | Change to the majority of courses in an approved program                               | Addition of new course options, or deletion or substitution of a required course |
| Duration, philosophy, or direction | Change to the duration, philosophy, or direction of a program <sup>*</sup>             |                                                                                  |
| Specialization                     | Addition or deletion of a specialization (e.g., concentration or option) <sup>**</sup> |                                                                                  |
| Admission requirements             | Change in requirements for admission                                                   |                                                                                  |
| Residency requirements             | Change in requirements for residency                                                   |                                                                                  |
| Continuance requirements           | Change in requirements for continuance                                                 |                                                                                  |
| Admission quotas                   | Change in admission quotas                                                             |                                                                                  |
| External review                    | Change which triggers an external review                                               |                                                                                  |

<sup>\*</sup> The Ministry includes in its definition of “new program” revision of a program’s major objectives resulting in significant change and a significant revision of a program that warrants credential renaming. Please consult the Program Development Office if the revision considered may fall under this definition.

<sup>\*\*</sup> If not considered a new program or covered under the Program Discontinuance policy (222).

## Program Approval Processes (major and minor changes)

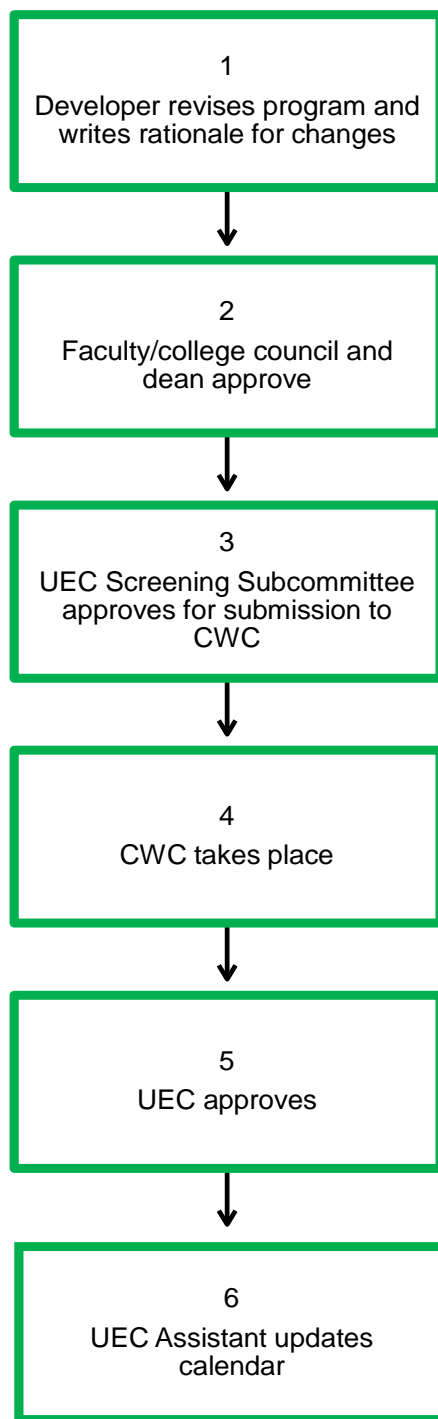
The program approval process differs for new programs, major program changes, and minor program changes. The following outlines the steps for each of these processes and correlates with the flow charts featured on the following page.

A chart of major vs. minor changes to an existing course-program can be found on page 10.

### Minor program changes (minimum 4-5 months)

1. **Development of proposal:** The department/school or Program Working Group or program committee, hereafter referred to as the developer, outlines and approves the changes and rationale for the proposed program changes, in consultation with the dean(s) responsible.
2. **Faculty/college council and dean:** The developer submits the program proposal and draft calendar copy to the faculty/college council (and, if applicable, the faculty/college curriculum committee) and dean for review and approval. If changes to the proposal are recommended, the revisions are made by the developer (using track changes) and the revised proposal is returned to the council assistant who verifies that they conform to council recommendations.
3. **UEC Screening Subcommittee:** The council assistant sends the proposal and calendar copy to the UEC Assistant for the Screening Subcommittee, which reviews the proposal before submission to Campus-Wide Consultation (CWC). If changes are recommended, revisions are made by the developer (using track changes) and resubmitted to the faculty/college council and UEC Screening Subcommittee. Minor editorial changes do not require resubmission.
4. **Campus-Wide Consultation (CWC):** The UEC Assistant submits the proposal and calendar copy to the Campus-Wide Consultation, copying the developer. The developer monitors and responds to comments. Any proposal not forwarded to UEC within eight months of CWC must be resubmitted to faculty council for approval.
5. **Undergraduate Education Committee (UEC):** The developer submits the CWC comments and responses, along with any changes to the proposal, to UEC. UEC approves the program changes.
6. **Publication:** The UEC Assistant/Calendar Editor confirms that the proposal has final approval, and makes all necessary changes in the academic calendar.

**Approval process for minor program changes**



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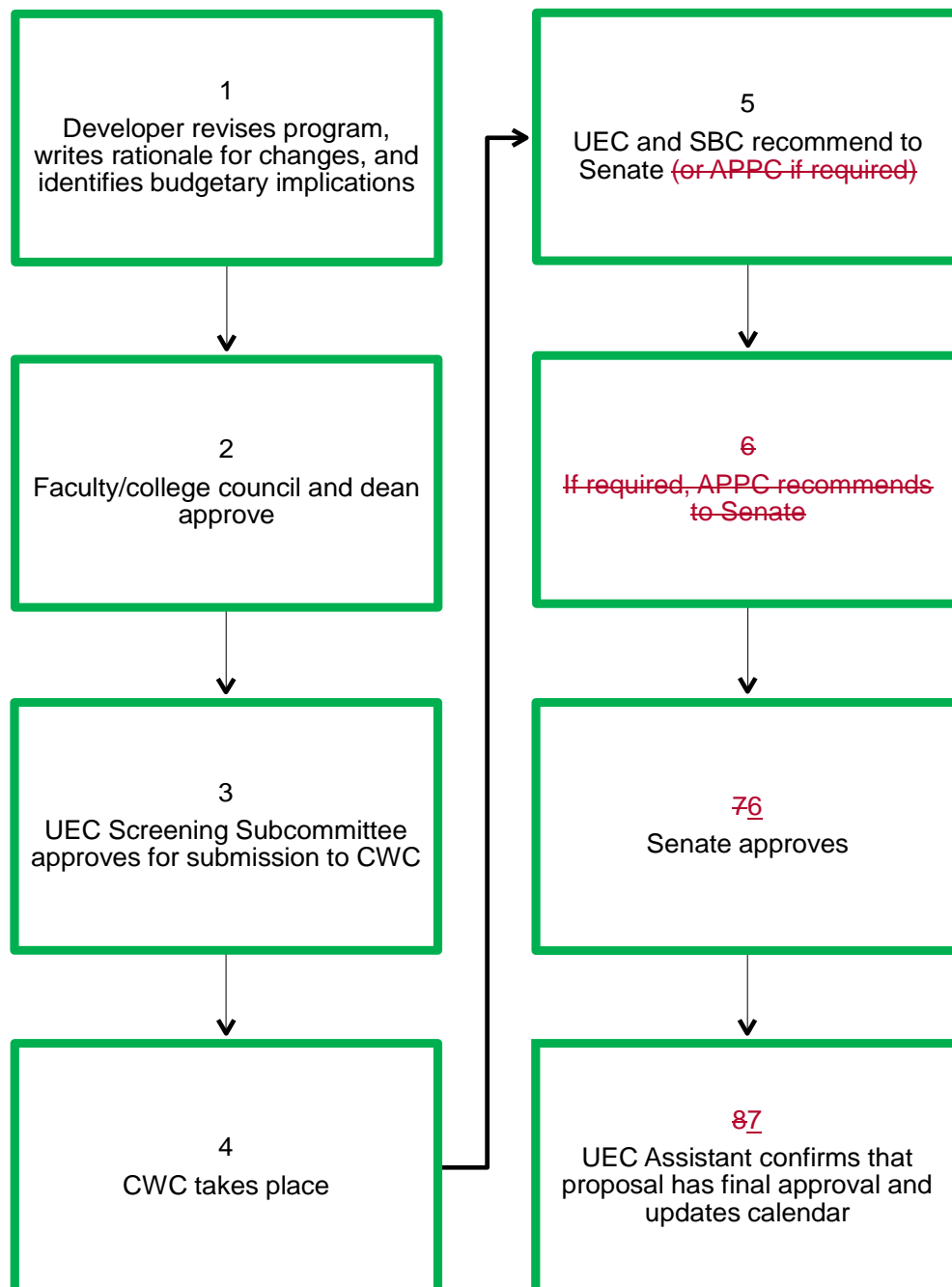
## **Major program changes (minimum 7-8 months)\***

1. **Development of proposal and budget:** The department/school or Program Working Group or program committee, hereafter referred to as the developer, outlines and approves the changes and rationale for the proposed program changes, and identifies any budgetary implications. ~~If the program changes require the approval of the Ministry, a full Program Proposal must be prepared and go through the process outlined for new programs.~~
2. **Faculty/college council and dean:** The developer submits the program proposal and draft calendar copy to the faculty/college council (and, if applicable, the faculty/college curriculum committee) and dean for review and approval. If changes to the proposal are recommended, the revisions are made by the developer (using track changes) and the revised proposal is returned to the council assistant who verifies that they conform to council recommendations.
3. **UEC Screening Subcommittee:** The council assistant sends the proposal to the UEC Assistant for the Screening Subcommittee, which reviews the proposal before submission to Campus-Wide Consultation (CWC). If changes are recommended, revisions are made by the developer (using track changes) and resubmitted to the faculty/college council and UEC Screening Subcommittee. Minor editorial changes do not require resubmission.
4. **Campus-Wide Consultation (CWC):** The UEC Assistant submits the proposal and calendar copy to the Campus-Wide Consultation, copying the developer. The developer monitors and responds to comments. Major program change proposals must remain at CWC for a minimum of two weeks. Any proposal not forwarded to UEC within 12 months of CWC must be resubmitted to faculty council for approval.
5. **Undergraduate Education Committee (UEC)/Senate Budget Committee (SBC):** The developer submits the CWC comments and responses, along with any changes to the proposal, to UEC for review and recommendation to Senate. The proposal will also be submitted to SBC, which reviews the proposal and confirms that the cost of implementation is adequately reflected in the analysis makes a recommendation to Senate.  
~~If the program changes occasion a change to the alignment of programs with institutional priorities, UEC's and SBC's recommendations will be submitted to the Academic Planning & Priorities Committee (APPC) prior to Senate.~~
6. ~~**Academic Planning & Priorities Committee (APPC):** If required, APPC reviews the recommendations from UEC and SBC, determines if the proposed program is in line with UFV's institutional priorities, and makes its recommendations to Senate.~~
7. **Senate:** Senate approves the program proposal and budget.
8. **Publication:** The UEC Assistant/Calendar Editor confirms that the proposal has final approval, and makes all necessary changes in the academic calendar.

\* The Ministry includes in its definition of "new program" revision of a program's major objectives resulting in significant change and a significant revision of a program that warrants credential renaming. Please consult the Program Development Office if revision proposed may fall under this definition.



### Approval process for major program changes



## New Program Approval Process ~~(18+ months)~~

The following outlines the steps for new programs and correlates with the flow charts featured on the next pages.

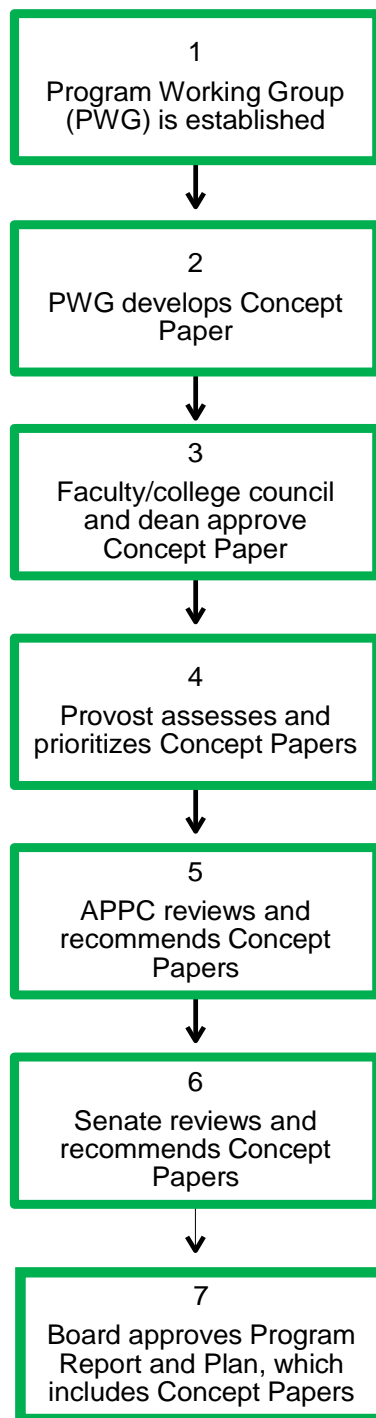
Please contact the Program Development Office at [www.ufv.ca/pdo](http://www.ufv.ca/pdo) for assistance with the development of a new program.

### Concept Paper

**Note:** Normally, a single dean will have administrative responsibility and approval authority over a program. In the case that a program draws resources from more than one faculty/college beyond the provision of service courses, the deans involved will decide of who will assume administrative responsibility for the program and whether it will be shared by more than one faculty/college. The faculty/college and dean that has administrative responsibility will have approval authority at the relevant stages of the program approval process.

1. **Establishment of Program Working Group (PWG):** Faculty members interested in developing a new program present a notice of intent to the dean. The PWG is approved by the dean, and the dean informs the Program Development Office (PDO) of its membership. A Program Working Group will consist of a minimum of three faculty with teaching or research expertise in the subject area. If a new program is entirely discipline-based, at least one additional member from another discipline with teaching or research expertise in the subject area or related area should be added.
2. **Development of Concept Paper:** PWG develops the Concept Paper, on the approved template, in consultation with the PDO, appropriate academic units, and the dean. PWG submits the Concept Paper to the PDO, who verifies that it is complete before submission to faculty/college council.
3. **Faculty/college council and dean:** The PWG presents the Concept Paper to faculty/college council for discussion. The ~~council assistant sends the~~ Concept Paper is then presented to the dean for review and approval.
4. **Provost's recommendation to Academic Planning & Priorities Committee (APPC):** Upon approval by the dean, the Provost, in consultation with Deans' Caucus, assesses all Concept Papers submitted in a given academic year, prioritizes them, and prepares a report for presentation to APPC (with accompanying rationale) on Concept Papers that are: a) meritorious and supported for development with a specified timetable for implementation and start date; or b) not supported for development (with an explanation).
5. **APPC:** APPC reviews and recommends Concept Papers to be approved for development.
6. **Senate:** Senate reviews and recommends Concept Papers.
7. **Board:** The Program Report and Plan, which includes Concept Papers, is submitted to the Board for approval. **Only upon approval by the Board should a Program Working Group proceed with developing the Program Proposal.**

**Approval process for Concept Paper**



## Full program proposal <sup>[SM1]</sup>

1. **Orientation Meeting:** Following approval of concept paper, an orientation meeting will be held to review program design principles and proposal preparation. This meeting will include the PWG chair and members; Teaching and Learning Director or designate; Dean responsible for the program; and the Program Development coordinator and assistant.
- 1-2. **PWG development of a full proposal and PDO verification:** With the assistance of the Program Development Coordinator, the PWG develops the program and writes the full program proposal ~~(on the approved template)~~. The PWG submits the program proposal and draft calendar copy to the PDO, who verifies that it is complete and that appropriate internal consultation has taken place before submission to faculty/college council. The proposal will normally be sent to external reviewers early during the internal approval process. External reviewers' reports, and PWG's responses to the reports, will accompany the program proposal as it goes through internal review.
- 2-3. **Faculty/college council and dean:** Faculty/college council (and, if applicable, the faculty/college curriculum committee) and dean review and approve the program proposal and, if applicable, the new courses related to the program. The proposal will ~~be accompanied with~~ include a summary of the internal consultation that has taken place, with supportive evidence. ~~(if that information is not already included in the program proposal).~~  
  
~~If changes to the proposal are recommended, the revisions are made by the PWG (using track changes) and the revised proposal is returned to the council assistant who verifies that they conform to council recommendations.~~
- 3-4. **UEC Screening Subcommittee:** ~~The council assistant sends the proposal to the UEC Assistant for the Screening Subcommittee, with a copy to the PDO Assistant and the dean.~~ The UEC Screening Subcommittee reviews the proposal and verifies that all appropriate internal consultation has taken place. ~~If changes are recommended, revisions are made by the PWG (using track changes) and resubmitted to the faculty/college council. Minor editorial changes do not require resubmission.~~ Notice of proposals is submitted to Campus-Wide Consultation (CWC) for information. During CWC, developers must respond to all comments submitted and include this response in the program proposal.
4. **Budget development:** ~~Development of the program budget is overseen by the dean(s) and the Program Development Coordinator.~~
5. **Undergraduate Education Committee (UEC) and /Senate Budget Committee (SBC):** ~~The PDO Assistant submits the~~ The program proposal, calendar copy, consultation summary, and the PWG's response to any UEC Screening Subcommittee comments are submitted to UEC for review and recommendation to the Academic Planning & Priorities Committee (APPC). ~~The PDO also submits the~~ A budgetary analysis for the program template and calendar copy is submitted to SBC for ~~which~~ reviews and recommendation to APPC. Both GSC and SBC recommendations are sent to APPC concurrently. the proposal and confirms that the cost of implementation is adequately reflected in the analysis.
6. **Academic Planning & Priorities Committee (APPC):** APPC reviews the recommendations from UEC and SBC, ~~determines if the proposed program is in line with UFV's institutional priorities,~~ and makes its recommendations to Senate.
7. **Senate:** ~~The program proposal and budget are~~ APPC submit ted its recommendation to Senate for approval. If it is decided by Senate that the program has substantially changed from what was proposed in the Concept Paper, Board approval is solicited.

8. ~~Ministry External~~ <sup>[SM2]</sup> **approval:** ~~Upon internal approval, t~~The program proposal is sent to the PDO for review and submission through the Office of the Provost and VP Academic for external approval, as required by the Ministry of Advanced Education.
9. **Implementation:** Upon approval, the dean's office decides on an implementation date and the calendar copy is included in the academic calendar.

## Approval process for full program proposal<sup>[LF3]</sup>s

