



ENGL 213 - Survey of British Literature 1 Course Outline

Approval Date: 11/08/2018

Effective Date: 08/10/2020

SECTION A

Unique ID Number CCC000171756

Discipline(s) English

Division Language and Developmental Studies

Subject Area English

Subject Code ENGL

Course Number 213

Course Title Survey of British Literature 1

TOP Code/SAM Code 1501.00 - English Language and Literature, General /
E - Non-Occupational

Rationale for adding this course to the curriculum Updating SLO's, textbook, and minor edits.

Units 3

Cross List N/A

Typical Course Weeks 18

Total Instructional Hours

Contact Hours

Lecture 54.00

Lab 0.00

Activity 0.00

Work Experience 0.00

Outside of Class Hours 108.00

Total Contact Hours 54

Total Student Hours 162

Open Entry/Open Exit No

Maximum Enrollment

Grading Option Letter Grade or P/NP

Distance Education Mode of Instruction On-Campus
Hybrid

Entirely Online
Online with Proctored Exams

SECTION B

General Education Information:

SECTION C

Course Description

Repeatability May be repeated 0 times

Catalog Description This course focuses on reading and analyzing major works of British literature from the Anglo Saxon and Medieval periods through the eighteenth century. Literature will be reviewed in relation to its historical, political, social, and artistic contexts and its relevance to our times. Written exams and critical papers are required.

Schedule Description

SECTION D

Condition on Enrollment

1a. Prerequisite(s)

- ENGL 120 with a minimum grade of C or better or
- ENGL 120B with a minimum grade of C or better

1b. Corequisite(s): *None*

1c. Recommended: *None*

1d. Limitation on Enrollment: *None*

SECTION E

Course Outline Information

1. Student Learning Outcomes:

- A. Demonstrate, through explication, interpretation, and/or analysis, an understanding of British literature and literary movements from Medieval period through the 18th Century, including the influence of canonical and non-canonical writers.

2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Use standard literary analysis to examine the emergence of texts in English from the Medieval period through the 18th century.
- B. Identify major developments in English textual production and literary theory in the Medieval era, the Renaissance, and the 17th and 18th Centuries.
- C. Identify the salient features of significant literary movements in pre-Romantic British literature (e.g. Old English prose and poetry; religious and secular--including Courtly and Arthurian--texts in Middle English; the Elizabethan Age; Jacobean drama; 17th Century Metaphysical and Cavalier writers; Enlightenment writers; the Restoration; the Augustan era; the Rise of the Novel) and cite representative texts of various genres to demonstrate aspects of each era.
- D. Examine literary movements and texts relative to the socio-historic contexts of the age, paying particular attention to their expression of "British" history and culture.
- E. Distinguish a range of writers whose contributions address the evolution of British society and culture, in particular with regards to ethnicity, class, gender, as well as ideas of empire and nation.
- F. Analyze and evaluate critical essays on early British literature, particularly those examining literary history and the evolving "canon."

G.

3. Course Content

Texts should cover a broad, inclusive range of writers and genres from each period representing the significant social, political, and artistic developments from the earliest writings in Old English through the 18th Century. The authors and texts following are recommended but should not limit instructor selection.

- A. The Middle Ages (ca. 700-1485)
 - a. Old English/Anglo-Saxon Period
 - b. Poetry: "Caedmon's Hymn," "The Dream of the Rood," "The Wanderer," Beowulf
 - c. Prose: Ecclesiastical History of the English People, History of the Kings of Britain, The Battle of Maldon; selected prose
 - d. Middle English Period
 - e. Poetry: The Canterbury Tales, Sir Gawain and the Green Knight, Piers Plowman; lyrics; ballads; selected poems
 - f. Prose: Morte D'Arthur; Julian of Norwich, Margery Kempe; selected prose
 - g. Drama: Second Shepherds' Play, Everyman; selected drama
- B. The Sixteenth Century (1485-1603)
 - a. Poetry: Sonnet—Wyatt, Surrey, Sidney, Spenser, Shakespeare; Lyric—Raleigh, Southwell, Daniel, Drayton, Campion; Epic: The Faerie Queen; selected poems: Skelton, Wyatt, Surrey, Sidney, Spenser, Marlowe, Nashe, Shakespeare
 - b. Prose: Utopia, A Defence of Poesy; Classical and Biblical translations; The Courtier; selected prose
 - c. Drama: Doctor Faustus, Henry IV, Part 1, King Lear; selected drama
- C. The Early Seventeenth Century (1603-1660)
 - a. Poetry: Metaphysical—Donne, Herbert, Crashaw, Vaughan, Marvell; Cavalier—Jonson, Herrick; Lyric—Milton; Epic—Paradise Lost; selected poems: Carew, Suckling, Lovelace, Waller, Denham, Cowley, Traherne
 - b. Prose: Leviathan, An Essay Concerning Human Understanding; Bacon, Burton; selected prose
 - c. Drama: Volpone; selected drama
- D. The Restoration and the Eighteenth Century (1660-1785)
 - a. Poetry: Lyric—Dryden, Prior, Gay, Swift, Gray, Collins; Epic—Hudibras; Didactic—Pope; selected poems: Thompson, Smart, Goldsmith, Crabbe, Cowper
 - b. Prose: Pepys' Diary; The Pilgrim's Progress; Swift, Addison & Steele, Pope, Johnson, Boswell; selected prose
 - c. Drama: The Way of the World selected drama
 - d. Novel: Rise of the Novel (Defoe, Richardson, Fielding, Smollett); Novel of Manners (Burney, Austen); Historical Novel (Scott); Gothic Novel (Walpole, Beckford, Lewis, Radcliffe, M. Shelley, Maturin); Sentimental Novel (Goldsmith, Sterne, Mackenzie, Day); selected novels
 - e.

4. Methods of Instruction:

Discussion:

Distance Education:

Lecture:

Other (Specify):

Other: Instructors may present material in a variety of modes, including lectures, discussion, and collaborative group work. Given the rigor of the survey course, multi-media delivery of instruction, including recordings, streaming video, film, and documentaries may be used.

Instruction should balance delivery of information with hands-on practice of literary analysis and argumentation. To this end, instructors may use a variety of modes, including DVDs and/or videos, document camera, and powerpoint presentations.

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

Typical classroom assessment techniques

Exams/Tests --

Quizzes --

Additional assessment information:

1. Essays: in-class and out-of-class essays analyzing the literature and its contexts
2. Examinations: may vary from multiple choice to written response, reviewing the content of the literary work and its historical context
3. Assignments: quizzes, individual and group projects, and reader-response papers on the works, criticism, and contexts of each period

Letter Grade or P/NP

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

A. Reading Assignments

Students will be required to read approximately 100-200 pages of literature or other appropriate texts (e.g., critical essays, instructor prepared course material, background and reference articles and books) per week.

For example: Of Chaucer's Canterbury Tales, read the General Prologue, the Knight's Tale, The Miller's Tale, the Wife of Bath's Tale and the Merchant's Tale. Consider how the texts compare with the Old English epic poems in style and theme, and also how they contribute to the development of narrative. In reading the specific Tales, consider how they construct the various classes and what they reveal about 13th century life and society.

For example, read the sonnets by Wyatt, Surrey, Sidney, Spenser and Shakespeare.

Analyze how these poems track the development of the sonnet's poetic structure through the 16th century. Consider which conventions were established with regard to thematic focus, in particular relation to Renaissance concerns.

B. Writing Assignments

Writing in-class and out-of-class essays, worksheets, projects, and exams to equal approximately 3,000-4,000 words.

For example: Read William Congreve's "The Way of the World" and write an essay analyzing it as a representative of Restoration comedy. Take into consideration how this play from 1700 relates to the reign of William of Orange following the 1688 Revolution.

For example: Read William Shakespeare's "The Tempest" and analyze how the play reflects Elizabethan era exploration and colonialism.

C. Other Assignments

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7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Book #1:

Author: Greenblatt, Stephen, et al

Title: The Norton Anthology of English Literature, Vol. 1

Publisher: W.W. Norton

Date of Publication: 2018

Edition: 10th

B. Other required materials/supplies.