

# ENGL-213: SURVEY OF BRITISH LITERATURE 1

**Effective Term**

Fall 2025

**CC Approval**

02/07/2025

**AS Approval**

02/13/2025

**BOT Approval**

02/20/2025

**COCI Approval**

04/30/2025

**SECTION A - Course Data Elements**

**CB04 Credit Status**

Credit - Degree Applicable

**Discipline**

Minimum Qualifications	And/Or
English (Master's Degree)	

**Subject Code**

ENGL - English

**Course Number**

213

**Department**

English (ENGL)

**Division**

Language and Developmental Studies (LADS)

**Full Course Title**

Survey of British Literature 1

**Short Title**

Survey of British Literature 1

**CB03 TOP Code**

1501.00 - English

**CB08 Basic Skills Status**

NBS - Not Basic Skills

**CB09 SAM Code**

E - Non-Occupational

**Rationale**

Updating common course numbering course change.

**SECTION B - Course Description**

**Catalog Course 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.

## SECTION C - Conditions on Enrollment

### Open Entry/Open Exit

No

### Repeatability

Not Repeatable

### Grading Options

Letter Grade or Pass/No Pass

### Allow Audit

Yes

## Requisites

### Prerequisite(s)

Completion of ENGL-C1000 or ENGL-120B with a minimum grade of C or appropriate placement.

## Requisite Justification

### Requisite Description

Course Not in a Sequence

### Subject

ENGL

### Course #

C1000

### Level of Scrutiny

Content Review

### Upon entering this course, students should be able to:

1. Recognize and understand the relationship between critical reading, critical thinking, and the writing process.
2. Read, analyze, and evaluate complex texts representing a variety of cultures and perspectives for content, context, and argumentative strategies with consideration of tone, audience, and purpose.
3. Apply a variety of rhetorical strategies in writing unified, well-organized essays which demonstrate a narrow, arguable thesis and specific, persuasive support.
4. Develop varied and flexible strategies for generating, drafting, and revising essays.
5. Analyze stylistic choices in their own writing and the writing of others.
6. Write timed/in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
7. Incorporate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
8. Demonstrate ability to collect, evaluate, analyze, and integrate research sources while following appropriate citation conventions (e.g. MLA).
9. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
10. Design and deliver oral presentations, with an emphasis on focusing topics and organizing information for an audience.

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### Requisite Description

Course Not in a Sequence

### Subject

ENGL

### Course #

120B

### Level of Scrutiny

Content Review

### Upon entering this course, students should be able to:

1. Read, comprehend and analyze college level texts of varying lengths, styles, and subjects. Be able to identify main ideas and support points as well as consider rhetorical and stylistic strategies used by the writer.

2. Write well formulated narrative, expository and argumentative essays of 1000-1500 words with a clear focus and careful organization. Demonstrate adequate reasoning and a solid use of details or examples to support ideas. Demonstrate proficient sentence mechanics and display syntactic variety.
3. Demonstrate adequate ability to synthesize ideas from multiple texts and other media. Demonstrate competence in research skills, including finding and evaluating secondary sources, performing electronic searches, and using current MLA (or other professional) documentation format.
4. Possess the study and organizational skills necessary to complete reading assignments of a minimum of 25 pages per week, text-based writing assignments of 1000-1500 words (4-6 pages) every three weeks, and develop longer (6-10 pages) argumentative research papers.

## SECTION D - Course Standards

Is this course variable unit?

No

Units

3.00

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

## Distance Education Approval

Is this course offered through Distance Education?

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent
Online with Proctored Exams	Permanent

## SECTION E - Course Content

Student Learning Outcomes

Upon satisfactory completion of the course, students will be able to:	
1.	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.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	Use standard literary analysis to examine the emergence of texts in English from the Medieval period through the 18th century.
2.	Identify major developments in English textual production and literary theory in the Medieval era, the Renaissance, and the 17th and 18th Centuries.

3. 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.
4. 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.
5. 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.
6. Analyze and evaluate critical essays on early British literature, particularly those examining literary history and the evolving "canon."

### 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.

1. 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
2. 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
3. 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
4. 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

## Methods of Instruction

### Methods of Instruction

Types	Examples of learning activities
Discussion	
Lecture	
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.

### Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards  
Chat Rooms

Discussion Boards  
E-mail Communication  
Telephone Conversations  
Video or Teleconferencing

### Student-Initiated Online Contact Types

Chat Rooms  
Discussions  
Group Work

### Course design is accessible

Yes

## Methods of Evaluation

### Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	
Quizzes	
Other	<p>Additional assessment information:</p> <ol style="list-style-type: none"> <li>1. Essays: in-class and out-of-class essays analyzing the literature and its contexts</li> <li>2. Examinations: may vary from multiple choice to written response, reviewing the content of the literary work and its historical context</li> <li>3. Assignments: quizzes, individual and group projects, and reader-response papers on the works, criticism, and contexts of each period.</li> </ol>

## Assignments

### 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.

### 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.

## SECTION F - Textbooks and Instructional Materials

### Material Type

Textbook

### Author

Greenblatt, Stephen, et al

### Title

The Norton Anthology of English Literature, Vol. 1

### Edition/Version

10th

**Publisher**

W.W. Norton

**Year**

2018

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**Course Codes (Admin Only)**

**ASSIST Update**

No

**CB00 State ID**

CCC000171756

**CB10 Cooperative Work Experience Status**

N - Is Not Part of a Cooperative Work Experience Education Program

**CB11 Course Classification Status**

Y - Credit Course

**CB13 Special Class Status**

N - The Course is Not an Approved Special Class

**CB23 Funding Agency Category**

Y - Not Applicable (Funding Not Used)

**CB24 Program Course Status**

Program Applicable

**Allow Pass/No Pass**

Yes

**Only Pass/No Pass**

No