



ENGL 214 - Survey British Literature 2 Course Outline

Approval Date: 11/08/2018

Effective Date: 08/10/2020

SECTION A

Unique ID Number CCC000139513

Discipline(s) English

Division Language and Developmental Studies

Subject Area English

Subject Code ENGL

Course Number 214

Course Title Survey British Literature 2

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

Rationale for adding this course to the curriculum Correct and Update SLO's. Correct objectives. Update textbook (to most current version), 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 Only

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 turn of the 19th Century through the present. 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 as well as historical contexts, cultural influences, and major themes informing British literature from the Romantic Period through the 20th 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. Apply standard methods of literary analysis to selected literary works, incorporating apt research, critical thinking, and composition skills.
- B. Identify, define, and classify the major features of a literary work, series of works, author's body of writing, literary period, or genre (e.g., characterization, narration, archetype; imagery; primitivism, romanticism; epic poetic structure, classical vs. modern dramatic structures; romantic poetry, lyric poetry; sociological novels; stream-of-conscious narrative mode)
- C. Analyze major features of a literary work, series of works, author's body of writing, literary period, or genre (e.g., romantic elements in Shelley's poetry; setting and imagery in the novels of the Brontes; narrative form in Robert Browning's verse)
- D. Contrast views, themes, structure, style, techniques, and effects of the works of two or more writers (e.g., developing views of women; changing nature of the hero; experimental dramatic structures)
- E. Trace the development of a literary technique, style, form, or genre (e.g., lyric poetry, tragedy, the psychological novel)

- F. Examine a literary work or author's body of work relative to a literary movement or period (e.g., Byron's narrative poems as a bridge between Neoclassical and Romantic verse; romantic lyric poems contrasted to those of the nineteenth century)
- G. Examine a literary work, author's body of work, or literary movement relative to the contexts of the age (e.g., Tennyson's "Idylls of the King" as a catalyst for the Victorian medieval revival; classical influences in Keats' poems; narrative modes in the prose of the Bloomsbury Group)
- H. Evaluate critical essays on selected works, movements, genres, and periods (e.g., Ruskin on the Pathetic Fallacy; Wordsworth and Coleridge vs. Shelley on the role of the poet; M.H. Abrams on Romantic literature)
- I. Use standard literary analysis to examine British literary texts from the late 18th Century to the present.
- J. Identify major developments in textual production and British literary theory in the Romantic Era, the Victorian Era, and the 20th Century.
- K. Identify the salient features of significant literary movements in British literature from the Romantic era through the present (e.g. Romantic poetry; evolution of the novel; Realism; Naturalism; Stream-of-consciousness; Modernism; Post-modernism; Post-Colonialism) and cite representative texts of various genres to demonstrate aspects of each era.
- L. 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.
- M. 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.
- N. Identify, define, and classify the major features of a literary work, series of works, author's body of writing, literary period, or genre (e.g., characterization, narration, archetype; imagery; primitivism, romanticism; epic poetic structure, classical vs. modern dramatic structures; Romantic poetry, lyric poetry; sociological novels; stream-of-conscious narrative mode)
- O. A. Analyze and evaluate critical essays on British literature, particularly those examining literary history and the evolving "canon." Apply standard methods of literary analysis to selected literary works, incorporating apt research, critical thinking, and composition skills.
- P.

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 Romantic Period (1798-1832)
 - a. Poetry: Blake, Burns, Wordsworth, Coleridge, Byron, Shelley, Keats; selected poems: Scott, Landon, Moore, Clare, Darley, Deddoes; selected poems
 - b. Prose: Blake, Wollstonecraft, D. Wordsworth, W. Wordsworth, Coleridge, Lamb, Hazlitt, DeQuincey, Peacock, Shelley, Keats, M. Shelley; selected prose
 - c. Drama: Bryon, Shelley; 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
- B. The Victorian Age (1832-1901)

- a. Poetry: E.B. Browning, Tennyson, Fitzgerald, R. Browning, E. Bronte, Clough, Arnold, Meredith, D.G. Rossetti, C. Rossetti, Morris, Swinburne, Hopkins, Lear, Carroll, Gilbert, Henley, Wilde, Thompson, Kipling, Dowson; selected poems
 - b. Prose: Carlyle, Newman, Mill, Ruskin, Arnold, Huxley, Pater; Evolution, Industrialism, The Woman Question; selected prose
 - c. Drama: Wilde; selected drama
 - d. Novel: Sociological Novel, Psychological Novel; Realism, Naturalism; (Dickens, the Brontes, Thackeray, Gaskell, Tollope, G. Eliot, Meredith, W. Collins, Hardy, Stevenson, Doyle, Wells); selected novels
- C. The Twentieth Century (1901-Present)
- a. Poetry: Hardy, Housman, Brooke, E. Thomas, Sassoon, Gurney, Rosenberg, Owen, Cannan, Joens, Yeats, Sitwell, T.S. Eliot, MacDiarmid, Graves, Smith, Auden, MacNeice, D. Thomas, Reed, Lewis, Douglas, Causley, Larkin, Gunn, Hughes, Walcott, Hill, Harrison, Heaney, Raine, Fenton; selected poems
 - b. Prose: Conrad, Yeats, Forster, Woolf, Joyce, Lawrence, T.S. Eliot, Mansfield, Orwell, Lessing, O'Brien, Hill; selected prose
 - c. Drama: Shaw, Synge, O'Casey, T.S. Eliot, Beckett, Pinter, Stoppard; selected drama
 - d. Novel: Psychological Novel; Stream-of-Consciousness Novel; Conrad, Forster, Woolf, Joyce, Lawrence, Galsworthy, Huxley, Graves, Waugh, Orwell, Greene, Fowles; contemporary novelists; selected novels
 - e.

4. Methods of Instruction:

Discussion:

Distance Education:

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.

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 --

Projects --

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 Only

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: Read the poems by Wordsworth and Coolidge and consider how each writer manifests the idea of "Natural Supernaturalism" as put forth in "Lyrical Ballads."

For example: Read the texts by Hardy, Housman, Sassoon, Owen, Yeats, V. Woolf and discuss how they reflect the impact of WWI on British society.

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 Mary Shelly's Frankenstein and write an essay that analyzes how the Gothic novel expresses cultural anxieties of the period regarding late 18th century science, biology, and procreation.

For example: Read the poems by Derek Walcott and analyze how they both accept and reject the history of British colonization of the West Indies. Pay particular attention to diction as what it reflects about the past and future of Caribbean culture.

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. 2

Publisher: W.W. Norton

Date of Publication: 2018

Edition: 10th

B. Other required materials/supplies.