



ENGL 232 - Survey of English Literature II

Catalog Entry

Discipline English

Course Number 232

Course Title Survey of English Literature II

Units: 3.000

Lecture Hours: 54.000

Scheduled Laboratory Hours:

TBA:

Total Contact Hours: 54.000

Additional Outside-of-Class Hours:

Total Outside Class Hours: 108.000

Total Student Learning Hours: 162.000

COURSE IDENTIFICATION NUMBER(S) (C-ID) C-ID ENGL 165

Requisites

Prerequisite: Completion with a grade of "C" or better or a Passing grade in: ENGL 101 or ENGL 101H

Catalog Description

Introductory study of representative selections from the English Romantic Movement to the present. Emphasis on those authors best exemplifying their period, such as Austen, Wordsworth, Coleridge, Byron, the Shelleys, Keats, Tennyson, Newman, Carlyle, the Brownings, Dickens, the war poets, Houseman, Yeats, Wilde and Woolf.

Classification Code Y - Credit Course

Transfer Code A - Transferable to both UC and CSU.

SAM Priority Code E - Non-Occupational

TOPS Code 1501.00 - English

Repeatability Code NR - Non-Repeatable

Open Entry/Exit No

Grading Options Letter Grade or Pass/No Pass

CIC Approval

11/14/2022

Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. Identify major authors, works, themes, historical events, and literary conventions from the Romantic era, the Victorian era, and the twentieth century.
Use various critical perspectives, as well as historical, political, and social context, as a basis for literary analysis.
2. Produce college-level academic writing that demonstrates literal comprehension of texts, critical analysis, ethical use of primary and secondary sources, and correct MLA format and documentation.
- 3.

Course Objectives

At the conclusion of this course, the student should be able to:

1. Demonstrate familiarity with important British authors, texts, genres, and themes of the Romantic period, Nineteenth Century, Twentieth Century, and early Twenty-first Century literature
2. Analyze and interpret themes found in the literature and intellectual movements of the period
3. Employ the techniques of close textual reading and literary critical analysis
4. Relate the literary works to their historical, philosophical, social, political, religious, and/or aesthetic contexts
5. Demonstrate comprehension of the generic and rhetorical conventions and the literary functioning of language such as form/genre, structure, setting, tone, figures of speech, and point of view

Course Content

Course Lecture Content

The use of critical skills will be used to varying degrees in order to:

1. identify and respond to the writer's central purpose;
2. determine the philosophical/artistic assumptions implicit in the content and structure of literary works;
3. apply criteria of literary/artistic excellence developed by the various "schools of interpretation";
4. discover the importance and utility of a student's own experience in the world as a tool for criticizing literature;
5. distinguish between a student's own responses to a work and the work itself;
6. identify levels and shades of meaning in figurative language and in literary symbols;
7. predict probable consequences within the plot line by recognizing foreshadowing and then justify those assumptions;
8. recognize the close relationship between form and content in literature;
9. analyze the works in terms of generic conventions and changes;
10. identify the form and stylistic elements used within works;
11. situate works within their social, historical, and literary contexts.

Unit I

The Romantic Era (1790 -1832)

Representative writers such as Austen, Burns, Blake, Wordsworth, Coleridge, the Shelleys, Keats, Bryon, Hemans, Robinson, Scott and Wollstonecraft.

The political, social and cultural backgrounds, major events and key topics of the period, including Nature; Romanticism's literary and political revolutions and reactions; the *Lyrical Ballads* and its influence; role and definition of the poet, the sublime and imagination; the supernatural; the Byronic hero.

Unit II

The Victorian Era (1832 - 1901)

Representative writers such as Arnold, the Brontes, the Brownings, Butler, Carlyle, Conan Doyle, Darwin, Dickens, Gaskell, Hardy, Houseman, Hopkins, Huxley, Newman, Pater, the Rossetts, Ruskin, Tennyson, Thackeray, and Wilde.

The effects on Victorian writings of industrialism, imperialism, and rising democracy as well as the clash of science and traditional doctrines and the influence of Victorian writers on society. The Pre-Raphaelites. Aestheticism, Decadence, and the Fin de Siecle.

Unit III

The Twentieth Century and Early 21st Century (1901 - Present)

Representative writers such as Auden, Beckett, Bridges, Brooke, Churchill, Conrad, Eliot, Forster, Hardy, Joyce, Lawrence, Orwell, Owen, Rowling, Rushdie, Sassoon, Spender, Synge, Thomas, Wilde, Woolf, and Yeats.

The new directions in literary techniques and subjects such as cubism, surrealism, modernism, dadaism. The World Wars and poetic responses. The use of literature as a form of social protest. The conflict of tradition and change. Post-colonial, post-imperialism, post-industrialism, and post-modernism. Effects of globalism and the movememts for equal rights, opening up of identities in ethnicity, gender, sexual orientation; science fiction, fantasy, horror, and dystopian literary responses to disease, climate change and other socio-political crises.

Course Materials

Textbook

Damrosch, David, et al. The Longman Anthology of British Literature, Volumes 2A, 2B, and 2C 4th Longman 978-0205693344 2010 No newer edition.

Greenblatt, Stephen, et al. The Norton Anthology of English Literature, Volume 2 (D,E,F) 10th W.W. Norton 978-0393603125 2018

Other Required Materials

An appropriate novel to be chosen by book club group members from appropriate British authors of chosen time period as okayed by instructor

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- Class Discussions

Description

readers theatre

small group and large group discussions

- **Directed Learning Activities**

Description

DOTAs as needed for assistance with MLA or essay writing

- **Field Trips**

Description

attend live performances, if possible, of appropriate period-specific British work

- **Group Study & Exercises**

Description

study guide creation groups for midterms

- **Handouts**

Description

contextual historical material; secondary sources/critical analyses; genre or term or period definitions; and major genre conventions

- **Media Presentations**

Description

digital and/or live performances of dramas and/or poetry; dramatized versions of texts; student-generated media presentations; and historical, biographical and other contextual information media from sites such as the British Library

- **Oral Presentations**

Description

presentation of book club on chosen period-specific British novel, other historical or contextual material oral presentations, author or genre presentations, and poetry close readings

- **Reading Assignments**

Description

extensive reading and close textual analysis of texts, secondary sources/critical analyses and/or contextual readings

- **Writing Projects & Reports**

Description

journals, reading responses, outlines, quizzes, exams that include essays written in class and/or analytical papers written out of class; and creative works such as parodies, collages, venn diagrams, memes, tweets, and/or comic strips

What learning activities or assignments are required outside of class?

Reading Assignments

extensive reading of primary texts and some contextual material

Writing Assignments

preparing for exams; journal writing; preparing essays

Other Assignments

preparing study guides; doing discussion boards; and preparing for quizzes, presentations, and exams
total all outside work: 108 hours

Standards of Achievement

How will learning be assessed? (Multiple measures must be used)

1. Examinations that should incorporate a mix of objective and essay responses
2. Journals and/or other creative responses
4. Take home exams and/or paper(s)
5. Presentation, book club, and/or discussion activities
6. Quizzes
7. Outlines, notes, other homework

Exams and/or papers -- 55-70%

Journals -- 15%-20%

Quizzes, Homework, Participation and Presentation(s)

(presentation(s) to be evaluated by peers and instructor according to a rubric and by self in written format -- 10-25%

Total -- 100%

All written essays and papers will be evaluated by the instructor according to the departmental standards for college-level written English and grades assigned according to the following scale:

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

Below 60% = F

Grading Scale

A 90 - 100%

B 80 - 89%

C 70 - 79%

D 60 - 69%

F Below 60%

CB11: Course Classification Status Y - Credit Course