



ENGL 231 - Survey of English Literature I

Catalog Entry

Discipline English

Course Number 231

Course Title Survey of English Literature I

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 160

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 of British literature from the Anglo-Saxon period to the neo-classical period. Emphasis on authors best exemplifying their period, such as Chaucer, Shakespeare, Spenser, Jonson, Milton, Donne, Dryden, Johnson, Behn, Pope and others.

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

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 Middle Ages, the Early Modern period, and the Restoration.
2. Consider the form, content, and historical context to analyze literature from multiple genres in each period.
3. 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.

Course Objectives

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

1. Identify and compare/contrast major authors, works, genres, and themes of Anglo-Saxon, Medieval, Early Modern, and Enlightenment/Eighteenth Century British 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
6. Compose original literary analyses and explications in college-level English with appropriately chosen evidence and correct MLA documentation

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 the students' own experience in the world as a tool for criticizing literature
5. distinguish between their 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 adumbration and then justify those assumptions
8. recognize the close relationship or identity of form and content in literature
9. analyze works in terms of generic conventions and changes.

The Middle Ages to 1485 - *Beowulf*, Chaucer, *Canterbury Tales*, *Everyman*, or other play from the period, Arthurian legend

- a. Anglo-Saxon riddles, Old and Middle English poetry
- b. The epic and *Beowulf*
- c. Medieval poetry and/or plays to include *The Canterbury Tales*
- d. Women writers such as Margery Kempe, Julian of Norwich, and/or Christine de Pizan
- e. The romance and Arthurian legend

The background of this era: Anglo-Saxon language and culture, epic and romance conventions, and the medieval world view

Unit II

The Early Modern Period 1485-1660 Elizabeth, Wyatt, Lanyer, Surrey, Sidney, Spenser, Marlowe, Shakespeare, Donne and the Metaphysical poets, Jonson and the Sons of Ben, Milton, Webster or other representative playwright of the Stuart period

- a. The lyricists, particularly the sonnet and sonnet sequence
- b. The development of prose style to include writers such as More, Ascham, Elizabeth I, and/or Bacon
- c. The literary epic: *The Faerie Queene* and/or *Paradise Lost*
- d. Elizabethan and Stuart theater -- should include at least one play, preferably two plays, one from each period
- e. Metaphysical poetry; Jonson and the Sons of Ben and Cavaliers; Milton

The background and major events of this era: the Renaissance and Counter-Renaissance; Early Modern period views of humankind and society evident in major works such as *Utopia*, *The Faerie Queene*, *Dr. Faustus* and/or other representative works; the war of the three kingdoms and the Puritan movement; city life and the rise of the middle class.

Unit III

The Restoration and Eighteenth Century 1660-1798

- a. Satire and mock-epic: Swift and Pope
- b. Prose trends: Literary Journals/Papers/Essay and/or Diary writing: Addison and Steele, Johnson and/or Thrale
- c. Restoration theater: Congreve or other representative playwright
- d. Pre-Romantic writers such as Crabbe, Cowper and Gray OR rise of the novel, with a writer such as Behn

The social, literary, and political trends of this era, including the Restoration, the Glorious Revolution, and Neoclassicism

Course Materials

Textbook

Damrosch, David Ed. *The Longman Anthology of British Literature Volume One (A,B,C)* 4th paper Longman 9780205693337 2009 no newer edition; one of only two major reputable anthologies of the period's pieces

Greenblatt, Stephen et al *The Norton Anthology of English Literature Volume 1 (A,B,C)* 10th paper WW Norton 978-039360312 2018

Open Educational Resources

None

- **Class Discussions**

Description

reader's theater; and small group and large group discussions

- **Directed Learning Activities**

Description

DOTAs as needed for assistance with MLA or essay writing

- **Group Study & Exercises**

Description

study guide creation groups for midterms

- **Handouts**

Description

for example: major genre conventions and period definitions

- **Lecture**

Description

lectures on relevant topics such as theatre styles of Early Modern period

- **Media Presentations**

Description

digital and/or live when possible performances of dramas; and historical, biographical and other contextual information media from sites such as the British Library

- **Oral Presentations**

Description

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; 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. Exams calling for mix of objective and essay responses
2. Journals
3. Final exam
4. Paper
5. Presentation and/or discussion activities
6. Quizzes
7. Homework assignments such as outlines preparing for essay exams

Exams and Paper: 60-70%

Journals: 15-20%

Quizzes, Homework, and Discussion/Presentation: 15-20%

(Presentation(s) to be evaluated by peers and instructor according to a rubric and by self in written format)

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