



**ENGL 232 - Survey of English Literature II**

**Catalog Entry**

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**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**

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

**Catalog Description**

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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.

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**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 P/NP

**CIC Approval**

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## Student Learning Outcomes

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### Outcome

1. **Identify major authors, works, themes, historical events, and literary conventions from the Romantic era, the Victorian era, and the twentieth century.**
2. **Use various critical perspectives, as well as historical, political, and social context, as a basis for literary analysis.**
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

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

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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

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(Include major topics of the course, time required, and what the student is expected to learn.)

### 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, Byron, 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 Rossettis, 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 movements 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

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### **Textbook**

Damrosch, David Ed. The Longman Anthology of British Literature Volume 2ABC 5e/2A, 4e/2B2C Longman 9780205693344 2011

Greenblatt, Stephen et al The Norton Anthology of English Literature Volume 2 (D,E,F) 10th paper WW Norton 9780393603132 2018

### **Open Educational Resources**

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

## What methods will be employed to help students learn?

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Check all that apply:

- **Class Discussions**

### **Description**

Readers Theater

small and large group discussion

- **Directed Learning Activities**

- **Field Trips**

**Description**

attend live performance if possible of appropriate period-specific British work

- **Handouts**

**Description**

contextual historical material  
secondary sources/critical analyses  
genre or term definitions

- **Lecture**

- **Media Presentations**

**Description**

digital performances of dramas and/or poetry  
dramatized versions of texts  
student-generated media presentations

- **Oral Presentations**

**Description**

presentation of book club on chosen period-specific British novel  
other historical or contextual material oral presentations

- **Reading Assignments**

**Description**

extensive reading of poetry, non-fictional prose, drama, short stories and novel(s) to be drawn from male and female writers

- **Writing Projects & Reports**

**Description**

journals  
quizzes  
in-class exams that include essays  
papers and/or take home essay exams  
outlines

- **Other**

**Description**

parodies, collages, comic strips, memes, or other creative approaches to understanding texts

**What learning activities or assignments are required outside of class?**

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## Other Assignments

Reading texts and secondary source material/contextual material employing active reading techniques

Writing assignments

Researching and preparing book club presentation or other presentation

Preparing for quizzes and examinations

Total: 108 hours

## Standards of Achievement

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### 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

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A 90 - 100%

B 80 - 89%

C 70 - 79%

D 60 - 69%

F < 69%