

SANTA ANA COLLEGE COURSE OUTLINE	
DISCIPLINE, NUMBER, TITLE: <u>English 232, Survey of English Literature</u> (If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)	
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CATALOG ENTRY	
Discipline	English
Course Number	232
Course Title	Survey of English Literature
Former Title	
Units	3
Lecture Hours	48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	None
COURSE IDENTIFICATION NUMBER(S) (C-ID)	
PREREQUISITE(S)	
Prerequisite	
English 101 or 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.	
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Budget Unit	
Classification Code	Y
Transfer Code	A-Transferable to both UC and CSU
Method of Instruction	10
SAM Priority Code	E - Non-Occupational
Repeatability	NR - Non-Repeatable: D, F, NC, W
TOPS Code	150100 - English (Writing)
Topics Course	No
Open Entry/Exit	No
Grading Options	
Curriculum Office Use Only.	
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Department Chair Approval Date:	
Divison Chair Approval Date:	
Curriculum and Instruction Council Chair Approval Date:	
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COURSE CONTENT	
(Include major topics of the course, time required, and what the student is expected to learn.)	
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 (12 to 15 hours)

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 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 (18 to 21 hours)

The Victorian Era (1832 - 1901)

Representative writers such as Tennyson, the Brownings, Arnold the Brontes, Butler, Carlyle, Conan Doyle, Darwin, Dickens, Gaskell, Hardy Houseman, Hopkins, Huxley, Maculey, Neman, Pater, the Rossettis, Ruskin, Thackeray, 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 (18 hours)

The Twentieth Century (1901 - Present)

Representative writers such as Auden, Beckett, Bridges, Brooke, Conrad, Eliot, Forster, Hardy, Joyce, Lawrence, Orwell, Owen, 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-imperialism, post-industrialism, and post-modernism.

COURSE MATERIALS

Required texts and/or materials.(Include price and date of publication.)

Recommended readings and/or materials:

Additional period-appropriate novel

Other:

None

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS)

STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

Communication Skills

1. -

Students will be expected to

1. Take effective lecture notes.
2. Participate actively in both small group and full class discussions and communicate and defend their ideas to other students and the instructor both orally and in writing.
3. Give a clearly organized oral presentation and collaborate with a partner/partners to present material clearly.
4. Practice effective oral communication skills such as maintaining eye contact, speaking clearly with varied tones, and using visual material to complement the oral presentation.
5. Read critically to identify main points and literary devices, to analyze for stylistic elements, and to situate the works within their historical and social contexts.
6. Write analytical essays with proper, effective organization, essays that demonstrate knowledge of the assigned works, literary elements, and correct grammar, spelling, punctuation, documentation and citation.

Thinking and Reasoning

1. -

Students will:

1. Discover the importance and utility of his/her life experiences as a tool for interpreting literature.
2. Identify levels and shades of meaning in figurative language and in literary symbols.
3. Identify literary elements such as irony and point of view within works.
4. Predict probable consequences within plots by recognizing foreshadowing and then justify those assumptions.
5. Compare and contrast works both from the same period and/or across historical periods.
6. Improve the ability to apply principles of various critical perspectives such as feminism or new historicism to reach multiple critical readings of literary works.
7. Write analyses, explications, evaluations, and/or parodies of literary works.
8. Synthesize information to produce a documented paper, using the MLA format.
9. May create original works that parody or use the forms, such as sonnet, of assigned writings.

Information Management

1. - Students will:

1. Evaluate primary and secondary sources including Internet sources.
2. Use library's on-line catalogue and resources.
3. Distinguish between professional journals and magazines and other periodicals.
4. Demonstrate awareness of breadth of sources.
5. Use sources ethically.
6. Synthesize concepts from various sources and primary works into coherent compositions of their own.

Diversity

1. - Students will:

1. Read, understand and demonstrate an appreciation of literary works from both genders and from diverse historical and socio-economic backgrounds in addition to the different cultural/ethnic groups represented within the UK and the writings in the assigned historical period.
2. Interact with others in a socially responsible manner to gain an understanding of how reasonable people can have differing opinions on the subjects discussed both within the assigned readings and by the students.

Civic Responsibility

1. - Students will identify and discuss the moral dilemmas present within the assigned works and gain an understanding of some of the key social issues of the Romantic, Victorian, Modern and Contemporary periods as debated through the British literature of those periods.

Life Skills

1. - Students will develop knowledge and skills in areas such as creative expression, aesthetic appreciation, personal growth, communication, and interpersonal skills.

Careers

1. -

Students will explore careers as teachers, literary critics, and writers.

WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?

Class Discussions
Lecture
Reading Assignments

Other (Specify):

1. Extensive readings
2. Lectures
3. Classroom and small group discussions
4. Examinations
5. Journals
6. Documented paper(s)
7. Recordings of poetry and related music
8. Seeing recorded or when possible live performances of dramatic works
9. Quizzes
10. Presentations
11. Multi-media presentations

WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?

List activities and hours for each. (Must include reading and writing activities.)

- A. Assigned readings -- 61 hours
 - B. Finding, evaluating, and reading secondary sources for documented paper and/or presentation(s) -- 10 hours
 - C. Journal paper writing -- 20 hours
 - D. Presentation preparation -- 5 hours
- TOTAL HOURS: 96

STANDARDS OF ACHIEVEMENT

List graded activities.

1. Essay examinations
2. Journals
3. Final Exam
4. Documented paper(s)
5. Presentations and/or discussion activities
6. Quizzes

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

Exams -- 47% - 55 %

Paper(s) -- 15% - 23%

Journals -- 15%

Quizzes, Participation and Presentation(s)

(presentation(s) to be evaluated by peers and instructor according to a rubric and by self in written format -- 15%

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

Supplemental Forms

Requisite Appraisal Form

Type of Requisite
Content Review

Technologically Mediated Instruction (TMI)

TMI Checklist
Supplemental Comments:

Honors

Additional and advanced components that will be covered in this honors
Additional measurable instructional objectives that the honors student will be expected to accomplish.
Additional reading, writing, and special projects in this honors course will require students to:
Augmented critical thinking skills the honors student will develop.

Non-Credit Course Self-Assessment

Date Approved by System Office
Last Reviewed by C&IC
Instructor met min qualifications
Instructor provided immediate supervision/control
Students do not exceed allowable class hours
Instructor monitors computer lab/library usage
Student initiates course enrollment
Students informed when enrolled
All other noncredit requirements satisfied

No
No
No
No
No
No
No
No

Based on the self-assessment conducted for this non-credit course, I hereby certify that the noncredit course listed above:

does not continue to meet eligibility requirements for noncredit apportionment

Supplemental Comments

New Course Proposal Form

Course Title	ENGL 232 - Survey of English Literature
Course part of new major	No
Intended for Transfer	No
Part of Associate Degree	No
Part of Certificate Program	No
Vocational	No

Advisory Committee Involved?	No
Special Room/Space Requirements	No
Additional/Specialized Staffing	No
Special Equipment	No
Library Consulted	No
Additional library resources required	No
Consumable supplies required	No
Special Funding Available?	No
Supplemental Comments	