

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: English 231, Survey of English Literature

(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.)

CATALOG ENTRY

Discipline	English
Course Number	231
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 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.

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.

Department Chair Approval Date:

Division Chair Approval Date:

Curriculum and Instruction Council Chair Approval Date:

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 his/her own experience in the world as a tool for criticizing literature;
5. distinguish between his/her 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.

Unit I (9 to 12 hours)

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 (27-30 hours)

The Early Modern Period 1485-1660 Wyatt, 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 such major works 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 (9 to 12 hours)

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

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

Recommended readings and/or materials:

None

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. Practice clear, effective speaking that demonstrates understanding of how emphasis on certain words or rhythm contributes to meaning and/or characterization when reading aloud from assigned works, particularly poetry and drama.
4. Give a clearly organized oral presentation and collaborate with a partner/partners to present material clearly.
5. Practice effective oral communication skills such as maintaining eye contact, speaking clearly with varied tones, and using visual material to complement the oral presentation.
6. 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.
7. 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 experience 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. Recognize a relationship between form and content.
9. Synthesize information to produce a documented paper, using the MLA format.
10. May create original works that parody or use the forms, such as the 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 Anglo-Saxon, Early Modern, Restoration, and Enlightenment 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 in textbook -- 61 hours
 - B. Finding, evaluating, and reading secondary sources for documented paper and/or presentation(s) -- 10 hours
 - C. Journal and 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. Presentation 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 -- 10% - 15%

Quizzes, Participation and 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

Supplemental Forms

Requisite Approval 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 No

Instructor provided immediate supervision/control No

Students do not exceed allowable class hours No

Instructor monitors computer lab/library usage No

Student initiates course enrollment No

Students informed when enrolled No

All other noncredit requirements
satisfied 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 231 - 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	