



- write carefully observed, detailed literary analyses of texts, appropriately supported and cited.

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

- analyze literary works to identify major themes;
- develop independent critical responses to literary works;
- understand the context of a broad range of typical English writers (19<sup>th</sup>-20<sup>th</sup> century);
- discuss a broad range of typical English writers;
- understand the impact of changing social values and historical developments on literature;
- understand metaphorical language, symbolism and other literary concepts.

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

The course covers English literature from 1790-1930. Course content should reflect highlights from the following periods and/or authors:

- The Romantic movement: includes selections of poetry and prose from Wordsworth, Coleridge, Keats, Percy Shelley, Mary Shelley, Byron.

- Fiction and social criticism: includes selections of poetry and prose from Dickens, Carlyle, Ruskin, John Mill, and other writers.

- The nineteenth century novel: includes selections from Eliot, Trollope, Thackeray, Dickens, Hardy.

- Nineteenth century poetry: includes selections from Tennyson, Robert Browning, Elizabeth Browning, Rosetti, Swinburne, Hopkins, Hardy.

- Nineteenth century drama: includes selections from Bernard Shaw, Wilde.

- Poetry of World War I: includes poetry and prose from Sassoon, Owen, Brooke, and miscellaneous writers.

- The Modern World: includes selections from Joyce, Lawrence, Woolf, Forster.

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)

- Lectures: instructor gives an oral presentation to introduce students to a new work, historical concept, or author.

- Guided readings: Students read and interpret specific works with instructor guidance.

- Journal work: Students write journal entries in response to specific questions on the text.

- Student discussions: Student-led oral discussions based on journal readings; structured small- and large-group interaction.

- Dramatic presentations: Attend recorded readings / dramatizations of appropriate material.

- Collaborative / individual projects: Student-led projects into coursework or course-related material (research, presentations etc.).

**10. Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

- Essays. Critical essays to demonstrate completion and understanding of material and independent response (totalling at least 4000 words over the semester).

- Oral presentations. Active participation in class discussions to demonstrate understanding of material and independent response.

- Journals. Written responses to assigned readings to demonstrate completion and understanding of material and independent response.

- Final exam. Students may be asked to write an essay, make a presentation, or otherwise demonstrate their mastery of the course objectives.

**11. Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

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Submission Date:

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