

College of San Mateo Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: 10/25/06

Department: Literature **Number:** 837
Course Title: Survey of English Literature I **Units:** 3
Hours/Week: Lecture: 3 **Lab:** **By Arrangement:**

Length of Course

- Semester-long
 Short course (Number of weeks ___)
 Open entry/Open exit

Grading

- Letter
 Credit/No Credit
 Grade Option (letter or Credit/No Credit)

1. Prerequisite (Attach Enrollment Limitation Validation Form.)

none

2. Corequisite (Attach Enrollment Limitation Validation Form.)

none

3. Recommended Preparation (Attach Enrollment Validation Form.)

none

4. Catalog Description (Include prerequisites/corequisites/recommended preparation.)

Lit. 837 Survey of English Literature (3)

Three lecture hours per week. Prerequisite: Engl 100 or equivalent with a grade of C or higher. Study of the typical works of major English writers from Chaucer to the end of the 18th Century. Lectures, discussions, related reading. (CSU/UC)

5. Class Schedule Description (Include prerequisites/corequisites/recommended preparation.)

Lit. 837 Survey of English Literature (3)

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6. Student Learning Outcomes (Identify 1-6 expected learner outcomes using active verbs.)

Upon successful completion of the course, the student will be able to:

- Understand the cultural and historical context of English literature, 1350-1750.
- Understand, analyze and discuss the significance of a selection of literary works.
- Understand the role of literature in critical thinking.

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).*

Student will be able to do the following:

- a. read and evaluate with understanding and appreciation major works of fiction, poetry, and drama of the period 1350-1800;
- b. recognize and appreciate literary genres and forms of the period;
- c. apply critical thinking to connect the literary works to their cultural and historical context;
- d. demonstrate an understanding of the literature in class discussion;
- e. analyze specific passages closely and with attention to textual nuance.

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 the 13th to the 18th Centuries, from medieval vernacular writings to the eighteenth Century novel. (Shakespeare is only briefly represented; there is a course—LIT 151/LIT 835—devoted to Shakespearean drama.)

Course content should include highlights from the following authors (works suggested):

- o Medieval Literature. Lyrics; Chaucer (Canterbury Tales); Gawain-Poet (Gawain & the Green Knight); Langland (Piers the Plowman);
- o Renaissance Prose & Poetry. Wyatt, Sidney, Raleigh, Shakespeare (sonnets); Sidney: Arcadia; Spenser (The Faerie Queene);
- o Elizabethan & Jacobean Drama: Jonson, Marlowe, Webster (selected plays);
- o Seventeenth Century Poetry: Donne, Marvell, Herbert, Herrick, Lovelace (selected poetry); Milton (Paradise Lost);
- o The Age of Classicism: Johnson, Pope (selected verse); Swift (Gulliver's Travels);
- o The Eighteenth Century Novel: Dafoe (Moll Flanders); Fielding (Tom Jones); Austen (Emma, Mansfield Park).

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 & interpret specific works with instructor guidance (questions)
- Journal work: Students write journal entries in response to specific questions on the text.
- Student discussions: Students lead oral discussions based on journal reading; engage in structured small- and large-group interaction.
- Dramatic presentations: Recorded readings / dramatizations of appropriate material.
- Collaborative/Individual projects: Student-initiated projects into coursework or course-related material (research, drama 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.)
- a. Participation:
Students will show active involvement in class discussions, willingness to share ideas with fellow classmates, and completion of in-class and out-of-class assignments (informal notes, etc.)
- b. Final exam:
Students may be asked to make a presentation, engage in discussion, or otherwise demonstrate their understanding of the broader issues in English literature.
11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

Norton Anthology of English Literature (Volume 1)

Prepared by: _____
(Signature)

Email address: murphym@smccd.edu

Submission Date: _____