

College of San Mateo

Course Outline

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

Date: 10/26/06

Department: LIT

Number: 838

Course Title: Survey of English Literature II Units: 3.0

Hours/Week: Lecture: 3 Lab: By Arrangement:

Length of Course

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

Grading

- Letter
- X 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.)

838 Survey of English Literature II. Three lecture hours. Study of the typical works of major English writers of the 19th and 20th century. Lectures, discussions, recorded readings.

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

838 Survey of English Literature II. Three lecture hours. Study of the typical works of major English writers of the 19th and 20th century. Lectures, discussions, recorded readings.

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, 1790-1930;
- 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.*)

- 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 (19th-20th 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.).

- 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.

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

Norton Anthology of English Literature, Vol. 2. Ed. Stephen Greenblatt. 2005.

Prepared by: Madeleine Murphy
(Signature)

Email address: murphym@smccd.edu

Submission Date: 10/27/06