

College of San Mateo
Official Course Outline

1. **COURSE ID:** LIT. 231 **TITLE:** Survey of English Literature I **C-ID:** ENGL 160
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours
Method of Grading: Letter Grade Only
Prerequisite: Eligibility for ENGL 100 or ENGL 105

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
 CSM - GENERAL EDUCATION REQUIREMENTS: E2b. English, literature, Speech Communication
 CSM - GENERAL EDUCATION REQUIREMENTS: E2c. Communication and Analytical Thinking
 CSM - GENERAL EDUCATION REQUIREMENTS: E5c. Humanities
CSU GE:
 CSU GE Area C: ARTS AND HUMANITIES: C2 - Humanities (Literature, Philosophy, Languages Other than English)
IGETC:
 IGETC Area 3: ARTS AND HUMANITIES: B: Humanities

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 Study of the typical works of major English writers from Chaucer to the end of the 18th Century. Lectures, discussions, and readings.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 1. Demonstrate familiarity with a variety of representative works of British literature from 1350-1800, identifying major literary, cultural, and historical themes.
 2. Present a critical, independent analysis of themes in one or more works of British literature from 1350-1800 in the form of a project, paper, or presentation.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 1. read and evaluate with understanding and appreciation major works of fiction, poetry, and drama of the period 1350-1800
 2. recognize and appreciate literary genres and forms of the period
 3. apply critical thinking to connect the literary works to their cultural and historical context
 4. demonstrate an understanding of the literature in class discussion
 5. analyze specific passages closely and with attention to textual nuance
 6. write analytical essays using the normal conventions of literary criticism, including argumentation, presentation of evidence, documentation in standard format, and use of standard written English

6. **COURSE CONTENT:**
Lecture Content:
 1. The course covers British 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.)
 2. Course content should include highlights from the following authors (works suggested):
 - A. Medieval Literature. Lyrics; Chaucer (Canterbury Tales); Gawain-Poet (Gawain & the Green Knight); Langland (Piers the Plowman);
 - B. Renaissance Prose & Poetry. Wyatt, Sidney, Raleigh, Shakespeare (sonnets); Sidney: Arcadia; Spenser (The Faerie Queene)
 - C. Elizabethan & Jacobean Drama: Jonson, Marlowe, Webster (selected plays);
 - D. Seventeenth Century Poetry: Donne, Marvell, Herbert, Herrick, Lovelace (selected poetry); Milton (Paradise Lost);
 - E. The Age of Classicism: Johnson, Pope (selected verse); Swift (Gulliver's Travels);
 - F. The Eighteenth Century Novel: Dafoe (Moll Flanders); Fielding (Tom Jones); Austen (Emma,

- Mansfield Park).
3. Writing of critical papers.

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Critique
- C. Discussion
- D. Other (Specify): - 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.)

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Students may write critical essays (totaling approximately 4000 words for the semester) requiring analysis of literature.

Students write journal entries in response to specific questions on the text.

Reading Assignments:

Guided reading: Students read and interpret specific works with instructor guidance (questions).

Other Outside Assignments:

Students may watch films of plays, representations of fictional texts, and/or documentaries about authors. If possible, students may attend live productions of relevant plays or discussions with or readings by contemporary critics.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Performance
- C. Class Work
- D. Exams/Tests
- E. Group Projects
- F. Homework
- G. Oral Presentation
- H. Papers
- I. Portfolios
- J. Projects
- K. Quizzes
- L. Research Projects
- M. Written examination
- N. a. Essays: Students will write critical essays (totaling approximately 4000 words for the semester). b. Other work: Grades may also be based in part on a midterm examination, quizzes, journals/responses, presentations, etc. c. Final exam: Students may make presentations, lead discussion, submit essays or otherwise demonstrate their understanding of the larger themes of English literature. d. 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

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Greenblatt, Steven; Christ, Carol T; David, Alfred; Lewalski, Barbara K. . *Norton Anthology of English Literature, Vol I*, 9th ed. New York City: W. W. Norton, 2012

Origination Date: November 2015
Curriculum Committee Approval Date: March 2016
Effective Term: Fall 2016

