

**College of San Mateo**  
**Official Course Outline**

1. **COURSE ID:** LIT. 232    **TITLE:** Survey of English Literature II    **C-ID:** ENGL 165  
**Units:** 3.0 units    **Hours/Semester:** 48.0-54.0 Lecture hours; 96.0-108.0 Homework hours; 144.0-162.0 Total Student Learning 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: 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 of the 19th century to the present day. The course involves reading, discussion, and writing.
  
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**  
    Upon successful completion of this course, a student will meet the following outcomes:
  1. Using close reading and other methods, demonstrate familiarity with a variety of representative works of major English writers of the 19th through the 21st century, identifying major literary, cultural, and historical themes.
  2. Demonstrate an understanding of how literary study encourages us to interrogate the world we live in, and fosters awareness of diverse social, cultural, and historical perspectives, as well as varied individual experiences.
  
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
    Upon successful completion of this course, a student will be able to:
  1. Identify and analyze major themes in a broad range of typical British literature (19th-21st century).
  2. Understand the impact of changing social values and historical developments on literature, by placing works within a historical and literary context.
  3. Understand metaphorical language, symbolism and other literary concepts.
  4. Develop independent critical responses to literary works.
  5. Analyze the British literary tradition from different cultural and social perspectives, to explore its relevance to today's world.
  
6. **COURSE CONTENT:**  
**Lecture Content:**
  1. The course covers British literature from approximately 1800 to the present day. Course content should reflect highlights from the following periods and/or authors:
    - A. The Romantic movement: includes selections of poetry and prose from Wordsworth, Coleridge, Keats, Percy Shelley, Mary Shelley, Byron.
    - B. Fiction and social criticism: includes selections of poetry and prose from Dickens, Carlyle, Ruskin, John Mill, and other writers.
    - C. The nineteenth century novel: includes selections from Eliot, Trollope, Thackeray, Dickens, Hardy.
    - D. Nineteenth century poetry: includes selections from Tennyson, Robert Browning, Elizabeth Browning, Rossetti, Swinburne, Hopkins, Hardy.
    - E. Nineteenth century drama: includes selections from Bernard Shaw, Wilde.
    - F. Poetry of World War I: includes poetry and prose from Sassoon, Owen, Brooke, and miscellaneous writers.

- G. The Modern World: includes selections from Joyce, Lawrence, Woolf, Forster.
- H. Post-Modern, Contemporary, and Postcolonial Literature: includes selections from Hughes, Beckett, Larkin, Heaney, Rushdie, Ishiguro, Kureishi, Z. Smith, Adichie.

2. The course covers a representative sample of significant works of British literature, and so combines breadth with the possibility for some in-depth analysis. Instructors should include at least one highlighted work, and a selection for discussion, in most of the above categories, the course should highlight at least one work and include at least three more for discussion, selected by the instructor.

3. The course encourages exploration of British literary works from a variety of perspectives. Lectures include coverage of historical, social and literary contexts, critical explorations of what constitutes a literary tradition, and exploration through different critical lenses.

4. The course encourages students to develop independent critical analysis of literary works, and provides an introduction to the discipline of English literature (e.g., close reading and other methods of analysis, literary techniques, etc.)

5. The course introduces students to methods of presenting critical analyses of literary works, including the writing of critical papers, and/or presentations and projects.

## 7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Critique
- D. Directed Study
- E. Discussion
- F. Field Trips
- G. Guest Speakers
- H. Other (Specify): Typical methods of instruction may include: A. Guided discussion: Students can respond to specific questions on text, technique or other aspects of the work under discussion. Readings can be assigned ahead of time, in class, broken up by group, etc. (jigsaw discussion). Students as well as instructor can develop questions for discussion. B. Lecture: Instructor gives oral presentation to introduce students to authors, historical context, and/or literary themes. C. Journals & informal writing: Students write journal entries in response to specific questions, or use journal work to develop questions. D. Scaffolded writing, project, and/or presentation assignments: Guided support for independent work in research, literary, and/or written analysis.

## 8. REPRESENTATIVE ASSIGNMENTS

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

### Writing Assignments:

Research & Writing: To meet the course objective of analyzing British Literature from different cultural and social perspectives, to explore its relevance to today's world, an assignment might explore different critical lenses for reading classic works. For example, in discussing Jane Austen's *Mansfield Park*, students might research the British presence in the West Indies and reflect on how the hidden experience of colonialism contrasted with the values of Austen's landed gentry. Students might also research the growth of cities in 19th century Britain, and explore the various ways that novelists, critics and philosophers sought to understand redefined economic and social relationships.

### Reading Assignments:

Reading: Representative assignments may include (but are not limited to) small-group and class discussions, writing (journals, critical essays), presentations, and projects.

Topics might include historical background; critical essays highlighting recurring themes, motifs and/or developing concerns in the British literary tradition; contemporary critics presenting different responses to themes in British literature; exploration of what constitutes the "canon;" exploration of works in different contexts (through adaptations in different media or cultural contexts).

### Other Outside Assignments:

Field trips: Where relevant, optional field trips can provide an excellent way to introduce discussions of different perspectives; performances by local theater companies of relevant works can support discussion of representation, or attendance at critical lectures.

## 9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Group Projects
- E. Homework
- F. Oral Presentation
- G. Papers
- H. Portfolios
- I. Projects
- J. Research Projects
- K. Written examination
- L. Representative methods of evaluation may include: A. Active participation in class discussions B. Presentations (oral or written presentation, PowerPoint, etc.) C. Quizzes, exams and other tests as appropriate D. Informal writing (journals, responses to discussion questions, etc.) E. Critical essays (literary analysis reflecting foundational skills in the discipline)

## 10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Greenblatt, S.. *The Norton Anthology of English Literature - Vols D, E, & F*, 10th ed. W. W. Norton, 2018

**Origination Date:** November 2022

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**Effective Term:** Fall 2024

**Course Originator:** Madeleine Murphy