GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 04/26/2022

GCCCD Governing Board Approval: 06/14/2022

ENGLISH 221 – BRITISH LITERATURE I

1. Course Number Course Title Semester Units

 ENGL 221 British Literature I 3

 Semester Hours: 3 hours lecture: 48-54 hours 96-108 outside-of-class hours 144-162 total hours

2. Course Prerequisites

 None

 Corequisite

 None

 Recommended Preparation

 None

3. Catalog Description

 This course is a survey of British literature from the Anglo-Saxon Period to the Romantic Period. Through their reading, students will be invited to explore the dynamic interchange between the literature and its historical, social, and philosophical perspectives and according to various schools of critical theory. A typical syllabus will include a wide range of genres and authors from throughout the historical survey periods covered in this course.

4. Course Objectives

 The student will:

1. Identify and describe significant, diverse, and under-represented authors, works, genres, and themes of the period.
2. Write appropriate academic discourse**,** using the conventions of evidence-based critical literary analysis.
3. Relate the literary works and their themes to their historical, philosophical, social, political, regional,linguistic, theological, mythological, and/or aesthetic contexts.
4. Analyze the literary forms (e.g. English drama, sonnet, epic, satire, etc.) both in terms of their formal characteristics and their place in the development of English literature.
5. Define and employ basics of critical theory(e.g. Feminist/Gender Studies, Psychoanalytic, New Historical, Critical Race Theory, LGBTQ/Queer Theory, etc.) to understand and critiquedifferent aspects of literary works.
6. Critically evaluate—within specific historical and literary contexts—developing notions of identity and society in relation to race, class, gender/sexuality, religion, and political affiliation.

5. Instructional Facilities

Standard classroom

6. Special Materials Required of Student

None

7. Course Content

1. Influential and significant authors and texts from the following intellectual and aesthetic movements:
2. (Anglo-Saxon Period (i.e*.*, “Caedmon’s Hymn,” *The Grave*, *Parker Chronicle*, “The Dream of the Rood, ”*Beowulf*).
3. The Middle Ages (i.e., William Caxton,Margery Kempe, Julian of Norwich**,** Geoffrey Chaucer, Marie de France, Sir Thomas Malory, *Sir Gawain and the Green Knight*, Langland, Boethius).
4. The Elizabethan and Jacobean Ages up to the Restoration (i.e., Christopher Marlowe; William Shakespeare; Sir Philip Sidney; Mary Sidney Herbert, Countess of Pembroke; Aphra Behn;Lady Mary Wroth; Edmund Spenser; Sir Thomas Wyatt; Ben Jo~~h~~nson; John Donne; the Cavaliers; Robert Herrick; Richard Lovelace; Andrew Marvell; Dorothy Osborne; John Milton).
5. The 18th century Enlightenment (i.e., John Dryden, Jonathan Swift, Alexander Pope, Eliza Haywood, Lady Mary Montagu**,** Samuel Johnson, William Congreve, Olaudah Equiano).
6. Evolution of literary traditions, contexts, and genres.
7. Contexts of British literature: linguistic, historical, philosophical, social, political, and aesthetic.
8. A range of modern and multicultural critical/literary theories for the critique of literary texts.

8. Method of Instruction

 a. Lectures and presentations by the instructor and visiting writers and/or speakers.

 b. Facilitation of student analysis, interpretation, and discussion of literature.

 c. Student-led inquiry into relevant literature and theoretical frameworks via discussion groups, presentations, and other projects.

 d. Multi-modal texts (i.e. films, short video content, podcasts, social media, and audio clips), including modern and culturally diverse interpretations.

 e. Whole class discussion of sample writing (student and/or professional), peer workshops, and instructor-student conferences to help students successfully complete assignments.

9. Methods of Evaluating Student Performance

1. Source collection/research development exercises, such as annotated bibliographies.
2. Reader responses/journals on assigned readings.
3. Quizzes on assigned readings.
4. In-class analysis, interpretation, and discussion of literature.
5. Reviews of**/**reflections on literary arts activities(i.e. poetry readings, plays, etc.).
6. Contribution in small-group activities and/or peer workshops.
7. Student-facilitated presentations and projects.
8. In-class essays and exams, including the final exam.
9. Out-of-class evidenced-based analytical essays (prepared in standard MLA format) that may require research.

10. Outside Class Assignments

 a. Read assigned texts.

 b. Write academic essays, annotated bibliographies, and a variety of other shorter assignments.

 c. Research various assigned readings using a range of historical, modern, and multicultural critical/literary theories for the critique of literary texts.

 d. Maintain journals or other types of informal writing.

 e. Attend literary events and readings on campus**,** online**,** and in the greater literary community.

11. Representative Texts

 a. Representative Texts

* 1. Black, Joseph et al. *The Broadview Anthology of British Literature: Concise Volume A*. Third Edition. Broadview Press, 2016.
	2. Greenblatt, et al. *The Norton Anthology of English Literature*. Tenth Edition, Volume I.

 W. W. Norton, 2018.

* 1. Chaucer, Geoffrey. *Selected Canterbury Tales: Dover Thrift Editions*. Dover Publications, 1994.
	2. Gardner, Janet E. and Joanne Diaz. *Reading and Writing about Literature: A Portable Guide*. Fifth Edition. Bedford/St. Martin’s, 2020.
	3. *MLA Handbook*  Eighth Edition. Modern Language Association of America, 2016.

b. Supplementary texts and workbooks:

 None

 Addendum: Student Learning Outcomes

 Upon completion of this course, our students will be able to do the following:

* 1. Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret the major writers of the British Isles from the Anglo-Saxon Period to the Romantic Period.
	2. Write evidence-based literary analyses of British literature demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies.
	3. Identify relationships between the literature and the linguistic, literary, religious, political, philosophical, and social developments of the British Isles from theAnglo-Saxon Period to the Romantic Period.