Lassen Community College Course Outline

ENGL-3 – British Literature I   3.0 Units

I. Catalog Description

This course surveys British literature from the Middle Ages to the late eighteenth century. Areas of focus include the literary traditions and context as well as relevant historical, philosophical, social and political developments. This course has been approved for online, hybrid and correspondence delivery.

Prerequisite(s): English 1
Corequisite(s): None
Recommended Preparation: None

Transfers to CSU/UC
General Education Area: C
CSU GE Area C2
IGETC GE Area: 3B
C-ID ENGL 160
51 Hours Lecture
Scheduled: Fall (odd)

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time
Grading Option: Graded or Credit/No Credit
Credit Type: Credit - Degree Applicable
TOP Code: 150100

III. Course Objectives

A. Course Student Learning Outcomes

Upon completion of this course the student will be able to:
1. Think critically about a variety of literary texts before 1800.
2. Develop sophisticated written responses to a variety of literary texts before 1800.

B. Course Objectives

Upon completion of this course the student will be able to:
1. Demonstrate familiarity with important authors, works, genres, and themes of the period.
2. Analyze and interpret themes found in the literature and intellectual movements of the period.
3. Demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis.
4. Relate the literary works to their historical, philosophical, social, political, and/or aesthetic contexts.
5. Demonstrate comprehension of the above through class discussion, written exams, and essays using appropriate citation form.

IV. Course Content

A. The Anglo-Saxon Period
   1. *Beowulf* and selected works

2. Genres, conventions, and themes of the period (heroic epic, allegories, etc.)
3. Historical, cultural, and religious backgrounds of Anglo-Saxon Period
B. The Middle English Period
1. Selections from Chaucer's *The Canterbury Tales*
2. Folk Literature of the period: ballads, lyrics, etc.
3. Origins and context of Middle English Literature
4. Genres, conventions, and themes of the period
5. Historical, cultural, and religious context of the imaginary texts
C. Renaissance
1. Selected works from Shakespeare, Spencer's *The Faerie Queen*, Ben Jonson, and others
2. Major cultural, religious, and political shifts of the period
3. Genres, conventions, and themes (sonnet, epic, tragedy, comedy, and others)
D. The Seventeenth Century (until 1660)
1. Milton's *Paradise Lost*, selected works from Donne and others
2. Major cultural, religious, philosophical and political shifts of the period (e.g. The English Civil War, controversies in the Church, empiricism)
E. The Restoration/The Eighteenth Century
1. Mock Epic
2. The (New) Rise of the Novel
3. The epistolary novel
4. Major cultural, religious, philosophical and political shifts of the period (e.g. Neoclassicism, gender wars, rise of science, imperialism, rise of capitalism)

V.   Assignments
A. Appropriate Reading
1. Selections from Norton Anthology
2. At least one novel.
B. Writing Assignments
1. At least one formal out-of-class essay
2. Shorter in- and out-of-class critical writing assignments.
C. Expected Outside Assignments
1. At least one formal out-of-class essay
2. Shorter written responses to literary texts
3. At least one research-based essay
D. Specific Assignments that Demonstrate Critical Thinking
1. At least one formal out-of-class critical essay
2. Short critical written responses to outside readings
3. Oral presentations focusing on relevant topics, such as critical theory, literary types, cultural analysis, and major movements

VI.   Methods of Evaluation
Traditional Classroom Evaluation:
Essays/compositions (thesis statement, outline, bibliography/Works Cited, rough draft, final draft), homework, classroom discussion, journals, lab demonstrations and activities, multiple choice quizzes, and participation.

Hybrid Evaluation:
All quizzes and exams will be administered during the in-person class time. Students will be expected to complete online assignments and activities equivalent to in class assignments and activities for the online portion of the course. Electronic communication, both synchronous and asynchronous (chat/forum) will be evaluated for participation and to maintain effective communication between instructor and students.

Online Evaluation:
A variety of methods will be used, such as: research papers, asynchronous and synchronous (chat/forum) discussions, online quizzes and exams, posting to online website and email communications using the district's approved learning management system.

Correspondence Evaluation:
Same as face to face with the exception of the desired use of proctored exams and exclusion of participation in classroom activities. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

VII. Methods of Delivery
Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

☒ Traditional Classroom Delivery   ☒ Correspondence Delivery

☒ Hybrid   ☒ Online Delivery

Traditional Classroom Delivery:
 Lecture, discussion, research, composition and other appropriate activities to be determined by the instructor.

Hybrid Delivery:
A combination of traditional classroom and online instruction will be utilized. Every semester, 34 hours of class will be taught face-to-face by the instructor and the remaining 17 hours will be instructed online through the technology platform adopted by the District. Traditional classroom instruction will consist of lectures, visual aids, discussions and group activities. Online delivery consists of instructor-generated information, readings, news communications, web links and activities as well as facilitation of forum-based discussions and communications.

Online Delivery:
Online written lectures, participation in forum-based discussions, online exercises/assignments contained on website, essays/compositions, email communications, postings to forums, and web-links will comprise the method of instruction.

Correspondence Delivery:
Assigned readings, instructor-generated typed handouts, typed lecture materials, exercises and assignments equal to face to face instructional delivery. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

VIII. Representative Texts and Supplies

Greenblatt, Stephen; *Norton Anthology of English Literature*, *Vol. 1,* 10th edition, 2018, ISBN: 9780393603088
AND
Janet, Gardner, *Writing about Literature with 2009 MLA Update: A Portable Guide*, 2nd, 2009, Bedfore/St. Martin's. ISBN: 9780312607579
AND
At least one novel from the eighteenth century. Some examples include:
Behn, Alphra. *Love-Letters Between a Nobleman and His Sister*
Defoe, Daniel. *Robinson Crusoe, Moll Flanders, Roxana*
Haywood, Eliza. *Love in Excess*
Fielding, Henry. *Joseph Andrews, Tom Jones, Shamela*
Richardson, Samuel. *Pamela*
Sterne, Laurence. *Tristram Shandy*
Smollet, Tobias. *The Expedition of Humphry Clinker*
Burney, Frances. *Evelina*

IX. Discipline/s Assignment

English

X. Course Status

Current Status: Active
Original Approval Date: 12/04/2012
Board Approval Date: 12/11/2012
Chancellors' Approval Date: 03/13/2013
Revised By: Cory McClellan
Latest Curriculum/Academic Standards Committee Revision Date: 11/03/2020