I. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

**ENGL 137** **Survey of English Literature to the 18th Century**

3 Units

Formerly listed as: ENGL - 137: Survey of English Lit to 18th Century

**Prerequisite:** Satisfactory completion of ENGL 50

**Advisory:** Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101 and ENGL 102

Survey of English literary history from the Anglo-Saxons to the Eighteenth Century with detailed study of the writings of Chaucer, Marlowe, Spenser, Shakespeare, Milton, and others. Field trips might be required.

Course is applicable to the associate degree.

General Education:

CSU-GE - C2

IGETC Category: IGETC - 3B

II. **LEARNING CONTEXT**

**Division:** Literature & Language Arts

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   1. Reading dealing with early periods of English literature:

      A. Anglo-Saxon

         a. From the oral tradition to the written text

         i. The role of the poet (scop)

         ii. Poetic devices (alliteration, kenning, litotes, etc.)

      b. Anglo-Saxon culture and values

         i. The lord and his thanes

         ii. The ideal hero/warrior

         iii. The role of women

         iv. Feuds, peace-weaving, and gift-giving

         v. Christian and pagan religious elements

      B. Anglo-Norman

         a. The cultural and literary impact of the Norman Invasion

         i. The influence of French romances

         ii. Courtly love

         iii. The legend of King Arthur

         iv. Christian and pagan religious elements

      C. Renaissance

         a. Renewed interest in the classics (Greek and Latin)

         b. The Reformation and its impact on literature

         c. The rise of the court, the courtier, and Queen Elizabeth

         d. The sonneteers and the Italian and English sonnet forms

         e. Shakespearean drama

      D. Seventeenth Century

         a. Metaphysical poetry

         b. The impact of the Civil War and the Restoration

         i. The "Culture Wars": Cavalier poets v. Puritans

         c. The "Glorious" Revolution

         d. Augustan Style

   2. Technique, convention, and form of academic writing about literature

      A. Forming an interpretation
B. Supporting an interpretation/avoiding simple plot summary  
C. Observing conventions  
  a. Using literary present tense  
  b. Using MLA style to cite and format quotations  
  c. Integrating quotations effectively  
  e. Documenting sources and avoiding plagiarism  

B. ENROLLMENT RESTRICTIONS  
1. Prerequisites  
   Satisfactory completion of ENGL 50  
2. Advisories  
   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101 and ENGL 102  
3. Requisite Skills  
   Before entering the course, the student will be able to:  
   a. Comment on and analyze reading selections in directed class discussions.  
   b. Write compositions as assigned, employing sound rhetorical and organizational skills.  
   c. Write clear introductions, theses, body paragraphs, and conclusions in essays.  
   d. Use a variety of academic sentence structures.  
   e. Adhere to the conventions of standard edited English.  
   f. Revise and improve essay drafts.  

C. HOURS AND UNITS  

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3 Units  

D. METHODS OF INSTRUCTION (TYPICAL)  
Instructors of the course might conduct the course using the following method:  
1. Assign reading: texts of literary works and selections, supplementary reading in literary criticism or history.  
2. Direct class discussion of literary works, literary periods, and writing about literature.  
3. Direct class discussion of assigned readings.  
4. Create written assignments on discussions and readings.  
5. Facilitate examination of selections from British literature in relation to literary conventions and world view of the age in order to a) determine how a work reflects its age; b) explain how a work is (or not) typical of works of the same writer or age; c) demonstrate the validity of a thesis with evidence (from literary selections or other sources, information about literary, philosophical, or cultural history); and d) evaluate the ideas of other class participants.
6. Encourage the formulation of judgments (stated as written theses) about the themes and ideas in the literature of various historical periods basing conclusions on an examination of the literature of the age.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)

   Students typically will be assigned

   1. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history.

   2. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports.

   3. Preparation for in-class essays, quizzes and exams, such as a midterm or final.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking

   1. The following typical out-of-class assignments demonstrate the appropriate level of critical thinking for this course:

   English 137: Essay #1

   Assignment: Respond to one of the topics below and write an analytic essay that makes an argument about one or two of the major works we have read so far (Beowulf and/or Sir Gawain). Strive for a well-organized, well-supported essay that gives thoughtful attention to the implications of textual details.

   A. The Medieval Hero: Analyze the heroism of the main character in either or both stories. You might build upon Joseph Campbell’s general concepts about heroism and argue whether or not Beowulf (and/or Sir Gawain) is a spiritual hero. In studying the virtues of the hero, you should also point out the cultural ideals those virtues imply. You will also want to consider how the narrator may add complexity to your assessment of heroism. Another approach to this topic is to compare and contrast Beowulf and Sir Gawain to make an argument about what their differences suggest about the cultures writing about them.

   B. The Role of Women: Analyze the role of women in either or both poems. It may be interesting to note that both heroes, Beowulf and Sir Gawain, are challenged by powerful women. Look at how a couple or a few female characters are portrayed and make an argument about what their depiction suggests about their culture’s values. It will help to consider whether those characters are portrayed in a negative or positive light (or some shade in between) and to explain how those impressions are conveyed to the reader, and why.

   2. The following typical in-class assignment demonstrates the appropriate level of critical thinking for this course:

   Directions: Respond to the prompt below in a fully developed essay and focus your answer by using specific and detailed examples from the different texts you use.

   England seems especially proud of its literary heritage, but a study of early English literature reveals that its writings are not as original or as uniquely English as one might suppose. Instead, it reveals a wide array of influence from other cultures. In other words, the genres, conventions, and/or themes of English authors have been borrowed and reshaped into new forms. Choose three of the texts we’ve studied (one must be Anglo-Saxon, one must be Anglo-Norman, and one must be Renaissance), and discuss the ways in which its authors seem influenced by other cultures and yet appear to have created works that could still be said to be uniquely English at the same time. Be sure to use specific details in your response.
F. **TEXTS AND OTHER READINGS (TYPICAL)**


2. **Other:** A modern translation of Chaucer's Canterbury Tales, such as the Penguin Classics edition, 2003.

III. **DESIRED LEARNING**

A. **COURSE GOAL**

As a result of satisfactory completion of this course, the student should be prepared to:

Discuss the literary, historical, and cultural significance of a wide selection of important works of English literature (from its beginnings to the Eighteenth Century).

B. **STUDENT LEARNING GOALS**

Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. **Required Learning Goals**

   Upon satisfactory completion of this course, the student will be able to:

   a. Identify examples of major literary genres encountered in British literature (e.g., epic, tragedy, morality play, short story, novel, and main forms of lyric poetry such as sonnet, ode, pastoral, etc.).

   b. Name the period in British literary history when a given literary genre flourished.

   c. Match major writers to the period in British literary history in which they flourished and specify works for which they are famous.

   d. Identify the meanings of the terms commonly used in analysis and discussion of literature.

   e. Identify by name the major stages in the development of the English language.

   f. Identify the persons and events of social and historical importance that have influenced the course of English language and British literature.

   g. Trace the occurrence of major themes found in British literature of various ages (e.g., honor, mortality, reality and illusion).

   h. Read assigned works and selections from British literature and explain the following:

      1. The literal meaning of sentences and passages written in an older form of English or which use archaic vocabulary.

      2. The ideas and characteristics of literary form that are particular to their cultural or historical setting and to the genre or literary conventions of the period.

      3. The relationships of literary form to theme or to philosophical or cultural outlook.

      4. The literal meanings implied by such metaphorical use of language as satire, allegory, and symbolism.

      5. The recurrence of themes, ideas, and values of major periods in British literary history.

      6. The relevance of textual material to their own life experiences.

   i. Write analyses of assigned readings. In their writing students will be able to achieve the following:

      1. To state a work's thesis and explain the relationship of a given passage to a whole work; explain the way in which a given selection reflects the spirit of values of an age; explain the way in which ideas or attitudes of a given work parallel or differ from those of another work on the same theme; apply a general statement of literary criticism to a specific selection.

      2. To demonstrate writing skills appropriate to academic expository writing, (e.g., unity, coherence, few, if any, grammatical errors and errors in spelling and punctuation).
3. To argue a thesis by offering specific evidence from the works themselves and from information provided in lecture and secondary sources.

2. **Recommended Learning Goals**

   Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:

   a. Experience and better appreciate the theatrical aspects of a dramatic performance or the historical context of a literary period (through film or field trip).

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**

   1. Quizzes
   2. Midterm Exam
   3. Written Assignments (analytical essays, summaries, close readings.)
   4. Journal Writing

B. **SUMMATIVE ASSESSMENT**

   1. Final Exam
   2. Final Essay