

## CUYAMACA COLLEGE COURSE OUTLINE OF RECORD

### **English 221 – British Literature I**

3 hours lecture, 3 units

#### **Catalog Description**

This course is a survey of British literature from the Anglo-Saxon period up to the end of the Eighteenth Century. Students will examine the literature as a reflection of multiple and diverse experiences. The course may include discussions on historical, social, philosophical, religious, aesthetic, and cultural aspects of British Literature. It may include perspectives from various schools of critical theory. Reading selections may consist of poetry, short stories, plays, novels, and nonfiction prose, such as essays, autobiographies, and speeches.

#### **Prerequisite**

Placement into ENGL 120 or ESL 122

#### **Recommended Preparation**

“C” grade or higher or “Pass” in ENGL 122 or equivalent

#### **Entrance Skills**

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Ability to effectively read and compose college-level texts and use MLA format to cite sources.

#### **Course Content**

- 1) Texts from a diverse range of British authors/texts, such as *Beowulf*, Marie de France, Geoffrey Chaucer, Margery Kempe, William Langland, Thomas More, Anne Askew, Edmund Spenser, Mary I, Elizabeth I, Christopher Marlowe, William Shakespeare, Ben Jonson, John Milton, Mary Astell, Margaret Cavendish, Lady Mary Wroth, Aphra Behn, Jonathan Swift, John Donne, John Locke, Thomas Grey, Henry Fielding, and Olaudah Equiano
- 2) Literature of the British Isles through the end of the Eighteenth Century, including works and authors from the following periods: Anglo-Saxon, Anglo-Norman, Middle English, Elizabethan, Jacobean, Restoration, and Enlightenment
- 3) Poetry, drama, essays, speeches, journalism, visual arguments, religious documents, short fiction and/or novels representing a broad sampling of sub-genres, themes, and authors
- 4) The influence of early Germanic origins on both language and culture, as well as later continental and neoclassical influences on the emerging forms and themes of English literature
- 5) Basic terminology related to the writing of poetry, drama, fiction, and essays, including rhetorical and literary devices, such as speaker/narrator, character development, plot, setting, tone, imagery, theme. This includes how authors use language, form, meter, rhyme scheme, structure, and other tools to reinforce, resist, interrogate, or otherwise critically engage with ideologies related to the content of their texts
- 6) Literary styles including but not limited to the Dream Vision, the Epic Poem, the Breton Lai, the Estate Satire, the sonnet, etc.
- 7) Sociohistorical, political, and cultural artifacts, such as articles, essays, music, photography, art, advertisements, and short videos, to provide enrichment and context for primary texts and their authors
- 8) Introduction to literary theory (such as New Historicism, Queer Theory, Postcolonial Theory, and Critical Race Theory)

**Course Objectives**

Students will be able to:

- 1) Identify themes and stylistic characteristics of major writers of the British Isles from the Romantic Period through the present, such as Geoffrey Chaucer, William Langland, Edmund Spenser, William Shakespeare, Ben Johnson, John Milton, Lady Mary Wroth, Aphra Behn, and Jonathan Swift.
- 2) Describe the literary forms—e.g., lyric poetry, the drama, the short story, novel—both in terms of their formal characteristics and their place in the development of English literature in both oral and written analysis.
- 3) Utilize vocabulary necessary for engaging in thoughtful analysis of the assigned literature in class discussion and written assignments.
- 4) Participate in critical discussions about literature that situate individual literary texts and major writers in their larger historical, cultural, social, and stylistic contexts.
- 5) Write critical analyses of the literature by making a claim (thesis) and supporting it with specific textual evidence and secondary sources, documented in MLA format.

**Method of Evaluation**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on student achievement of the course objectives and outcomes, as determined by multiple measurements of evaluation and/or student self-assessment.

- 1) Reader responses, journals, and/or notes
- 2) Quizzes on assigned texts and on relevant contextual material and concepts
- 3) Analysis, interpretation, and discussion of literature
- 4) Student reports and/or presentations on selected topics or authors
- 5) Contributions to group activities and/or workshops
- 6) Group and individual projects
- 7) Reviews of literary arts activities
- 8) Evidence-based analytical essays (in standard MLA format) that may require research
- 9) Metacognitive reflections and/or self-assessments regarding learning experiences
- 10) Creative analytical interactions with the text
- 11) Timed writing or exams

**Special Materials Required of Student**

None

**Minimum Instructional Facilities**

Smart classroom

**Method of Instruction**

- 1) Lectures and presentations by the instructor, fellow students, visiting writers, and/or speakers
- 2) Facilitation of student analysis, interpretation, and discussion of literature
- 3) Student-led inquiry into relevant literature and theoretical frameworks via discussion groups, presentations, and other projects
- 4) Collaborative small group activities
- 5) Whole class discussion of sample writing (student and/or professional), peer workshops, and instructor-student conferences to help students successfully complete assignments
- 6) Multi-modal texts (i.e., films, short video content, podcasts, social media, and audio clips), including culturally relevant and diverse interpretations

**Out-of-Class Assignments**

- 1) Read, annotate, and take notes on assigned texts.
- 2) Maintain journals or other types of informal writing.
- 3) Research various assigned texts and/or authors.
- 4) Create content for presentations, projects, or other assignments.
- 5) Participate in workshops, peer reviews, or other collaborative assignments.
- 6) Write evidence-based analytical essays, annotated bibliographies, and other shorter assignments.
- 7) Attend literary arts events and readings on campus, online, and in the greater literary community.
- 8) Complete creative analytical interactions with the text.

- 9) Watch videos and complete short readings that offer contextual information about the assigned texts.

### **Texts and References**

- 1) Required (representative examples):
  - a. Greenblatt, et al. *The Norton Anthology of English Literature*. The Shorter Edition (Volume 1). 11th Edition W.W. Norton, 2023.
  - b. Greenblatt, et al. *The Norton Anthology of English Literature* (Volumes A, B, C). 11th Edition. W.W. Norton, 2023.
- 2) Supplemental: Novel(s) and other literary texts chosen by instructor
  - a. Radcliffe, Anne. *The Mysteries of Udolfo*. HardPress, 2018.
  - b. Fielding, Henry. *The Female Husband*. Omo Press, 2023.
  - c. Equiano, Olaudah. *The Interesting Narrative of the Life of Olaudah Equiano* (1789). Project Gutenberg, 2005.

### **Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

- 1) Use literary terminology and critical theory to interpret, discuss, analyze, and synthesize representations of key concepts like power, race, class, gender, sexuality, and ability in the Anglo-Saxon period to the end of the Eighteenth Century.
- 2) Evaluate how English Literature reveals, informs, reinforces, challenges, alters, resists, or otherwise influences social constructions of power, race, class, gender, sexuality, and/or ability.
- 3) Situate literary texts within various historical, regional, political, literary, psychological, religious, and cultural contexts and discuss how those contexts inform their meanings, values, and roles.