

**CUYAMACA COLLEGE**  
**COURSE OUTLINE OF RECORD**

**English 222 – British Literature II**

3 hours lecture, 3 units

**Catalog Description**

This course is a survey of British literature from the Romantic period to the present. 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 other 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, including essays, letters, political tracts, 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 correctly cite sources.

**Course Content**

- 1) Texts by a diverse range of British authors, such as William Blake, Mary Wollstonecraft, William Wordsworth, Samuel Coleridge, Lord Byron, Percy Shelley, John Keats, Elizabeth Browning, Alfred Tennyson, Robert Browning, Emily Bronte, Matthew Arnold, Christina Rossetti, Oscar Wilde, Jane Austen, Thomas Hardy, William Butler Yeats, Virginia Woolf, James Joyce, Doris Lessing, and Derek Walcott.
- 2) Literature of the British Isles and empire from the late Eighteenth Century through the present, including a variety of works and writers of the Romantic, Victorian, Modern, Postmodern, and contemporary eras.
- 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) Relevant literary movements and their philosophical and social impacts, including the effects of industrialism, colonialism, the scientific revolution and post-colonialism. Literature will thus be examined against the background of relevant historical, political, social, and philosophical developments in England, on the continent, and throughout the British Empire and the former empire.
- 5) Basic terminology related to the writing of poetry, drama, fiction, and essay, including rhetorical and literary devices, such as speaker/narrator, character development, plot, setting, tone, imagery, theme. This includes how authors use language, form, poetic 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) Sociohistorical, political, and cultural artifacts, such as articles, essays, music, photography, art, advertisements, and short videos, are offered to provide enrichment and context for primary texts and their authors.
- 7) 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 Mary Prince, William Blake, Mary Wollstonecraft, William Wordsworth, Dorothy Wordsworth, Samuel Taylor Coleridge, Lord Byron, Percy Shelley, John Keats, Elizabeth Browning, Alfred Tennyson, Robert Browning, Emily Bronte, Matthew Arnold, Thomas Carlyle, Christina Rossetti, Oscar Wilde, Jane Austen, Thomas Hardy, William Butler Yeats, Virginia Woolf, James Joyce, Doris Lessing, Salman Rushdie, Chinua Achebe, Zadie Smith, Derek Walcott, and Chimamanda Ngozi Adichie.
- 2) Describe the literary forms—e.g., lyric poetry, the drama, the short story, novel, essay—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) Situate individual literary texts and major writers in their larger historical, cultural, social, and stylistic contexts, and analyze how those contexts inform the meaning and significance of the texts.
- 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 short videos and complete short readings that offer context 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 2). 11th Edition. W.W. Norton, 2023.
  - b. Greenblatt, et al. *The Norton Anthology of English Literature* (Volumes D, E, F). 11th Edition. W.W. Norton, 2023.
- 2) Supplemental: Novel(s) and other literary texts chosen by instructor
  - a. Adiche, Chaimamanda Ngozi. *Americanah*. Vintage, 2014.
  - b. Woolf, Virginia. *Orlando*. Mariner Books, 2006.

### **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 from the Romantic Period to the present.
- 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, and cultural contexts and discuss how those contexts inform their meanings, values, and roles.