



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	ENGL
Course Number:	15A
Descriptive Title:	Survey of British Literature I
Division:	Humanities
Department:	English
Course Disciplines:	English
Catalog Description:	This course is a survey of British literature from the early English period through the 18th century. Particular attention will be given to tracing the growth of English, Irish, Scottish, and Welsh culture and identity in relation to the literature. The selections may include "Beowulf," "The Táin," and "Everyman," as well as readings from Chaucer, Julian of Norwich, Kempe, Spenser, Lanyer, Shakespeare, Cary, Donne, Milton, Cavendish, Dryden, Behn, Pope, Swift, Johnson, and Sheridan.
Prerequisite:	English 1A or English 1AH with a minimum grade of C
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	Prior to July 1992
Transfer UC:	Yes
Effective Date:	
General Education: ECC	Area 3 - Humanities
Term:	
Other:	
CSU GE:	Area C2 - Arts and Humanities - Humanities: Literature, Philosophy, Languages other than English

	Term:
	Other:
	IGETC: Area 3B - Humanities
	Term:
	Other:
Student Learning Outcomes:	<p>SLO #1 Identify Representative Works</p> <p>Upon completion of the course, students will identify representative works of major British authors from the Medieval, Early Modern, Restoration, and 18th century periods.</p> <p>SLO #2 Literary Analysis</p> <p>Upon completion of the course, students will perform literary analysis on representative works from the periods covered by the course, interpreting relevant literary devices (i.e. genre, linguistic and formal features, conventions, poetic elements).</p> <p>SLO #3 Demonstrate Awareness</p> <p>Upon completion of the course, students will demonstrate awareness of relevant historical context and background (i.e. cultural, social, political, economic) in representative works of British literature from the Anglo-Saxon period through the 18th century.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Recognize, define, and identify the various literary genres (such as epic, romance, sonnet, and satire). 2. Analyze elements of literature such as poetic meter and rhyme scheme, plot, character, setting, style and theme. 3. Demonstrate knowledge of passages selected from the Middle Ages, the Early Modern Period, the Restoration and the 18th century. 4. Recognize and analyze the literary devices and conventions used in the literary texts (such as extended metaphor, metaphysical conceit, in medias res, and alliteration). 5. Examine the political and socioeconomic backgrounds of the periods and how they shape and are shaped by literature. 6. Analyze the literature with respect to its historicity by discerning and articulating how historical periods differ in philosophical and ethical stances from our own. 7. Evaluate and synthesize material from secondary sources that approach the literature from a critical perspective, including one or more of the following methodologies: New Historicist, Post-colonial, Poststructuralist, Feminist, Gender Studies, Reader Response, and Psychoanalytic.
Major Topics:	<p>I. An introduction to critical methodologies, including one or more of the following (1 hour, lecture)</p> <ol style="list-style-type: none"> A. New Historicist B. Post-colonial C. Poststructuralist

- D. Feminist
- E. Gender Studies
- F. Reader Response
- G. Psychoanalytic

II. An introduction to the Middle Ages before the Norman Conquest; discussion of epic and elegiac poetry. Analysis of representative works may include: (7 hours, lecture)

- A. Selections of Old English texts such as "Beowulf," "Judith," "The Dream of the Rood," "The Wanderer," "Wulf and Eadwacer" and "The Wife's Lament"
- B. Old Irish literature such as the "Táin Bó Cúailnge," and early Irish verse like "To Crinog" and "The Voyage of Máel Dúin"
- C. Selections from the Welsh poet Taliesin

III. The Middle Ages after the Norman Conquest; analysis of works such as the following (10 hours, lecture)

- A. "Sir Gawain and the Green Knight"
- B. Chaucer's "The Canterbury Tales"
- C. Langland's "Piers Plowman"
- D. "Everyman"
- E. Other selections, which may include Julian of Norwich and Margery Kempe's mystical writings, and the poetry of Dafydd ap Gwilym and William Dunbar

IV. Introduction to the Early Modern period (literary, historical, political, social aspects of the humanist renaissance and early modern society); analysis of selections from (12 hours, lecture)

- A. Wyatt's verse
- B. More's "Utopia"
- C. Spenser's "The Fairie Queene"
- D. Shakespeare's Sonnets and plays (such as "The Tragedy of Othello" or "The Tempest")
- E. Other drama, which may include Cary's play "Mariam: The Fair Queen of Jewry," Jonson's "The Alchemist," or Marlowe's "The Tragical History of Dr. Faustus"

V. Evaluation of the poetic response of Early Modern poets such as (10 hours, lecture)

- A. Lanyer
- B. Jonson
- C. Donne
- D. Herbert
- E. Lovelace
- F. Marvell
- G. Phillips
- H. Milton's verse, especially "Paradise Lost"

VI. Introduction to the Restoration and Eighteenth Century; analysis and evaluation of the work of poets such as (6 hours, lecture)

	<p>A. Cavendish B. Dryden C. Behn D. Swift E. Pope F. Montagu G. Gray</p> <p>VII. Analysis of prose selections such as (8 hours, lecture)</p> <p>A. Pepys' "The Diary" B. Behn's "Oroonoko" C. Bunyan's "Pilgrim's Progress" D. Swift's "Gulliver's Travels" and "A Modest Proposal" E. Johnson's essays F. Sheridan's "The School for Scandal"</p>
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
Primary Method of Evaluation:	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	In a five-to seven-page written essay, examine similarities and/or differences between William Shakespeare's "The Tragedy of Othello, The Moor of Venice" and Elizabeth Cary's "The Tragedy of Mariam, The Fair Queen of Jewry."
Critical Thinking Assignment 1:	Write a five- to seven-page essay on "The Canterbury Tales" in which you evaluate Chaucer's view of courtly love through analysis of "The Knight's Tale" and "The Franklin's Tale," as well as through examining "The Miller's Tale" as a critique of the conventions of courtly love. Explore how the treatment of social class and status informs the view of courtly love expressed in the three tales.
Critical Thinking Assignment 2:	Considering how scholars have used biographical and feminist critical approaches to interpret the poems, write a five- to seven-page essay in which you analyze Jonathan Swift's "The Lady's Dressing Room" for its construction of women, and examine the way in which Lady Mary Wortley Montagu's "The Reasons that Induced Dr. S. to write a Poem called The Lady's Dressing Room" satirizes Swift's poem.
Other Evaluation Methods:	Essay Exams, Reading Reports, Term or Other Papers, Written Homework
Instructional Methods:	Discussion, Group Activities, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	Research
Up-To-Date Representative Textbooks:	Greenblatt, et al.. <u>The Norton Anthology of English Literature, Volume 1: The Middle Ages through the Restoration.</u> 10th ed. Norton, 2018. Discipline standard.

	Damrosch, et al.. <u>The Longman Anthology of British Literature, Volume 1 (A, B, and C)</u> . 4th ed. Longman, 2010. Discipline standard.
Alternative Textbooks:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	Prerequisite
Category:	sequential
Requisite course(s): List both prerequisites and corequisites in this box.	English-1A or English-1AH
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	<p>The student must be able to compose a multi-paragraph essay that has a central idea, that is relatively free of major grammatical errors, that exhibits coherence, unity, and general and specific levels of support, and that utilizes proper MLA documentation style and format.</p> <p>ENGL 1AH Recognize and revise sentence-level grammar and usage errors.</p> <p>ENGL 1AH -Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.</p> <p>ENGL 1A -Compose multi-paragraph, thesis-driven essays with logical and appropriate supporting ideas, and with unity and coherence.</p> <p>ENGL 1A -Utilize MLA guidelines to format essays, cite sources in the texts of essays, and compile Works Cited lists.</p> <p>The student must be able to compare one work with another based on assigned criteria.</p> <p>ENGL 1AH -Read and apply critical-thinking skills to numerous published articles and to college-level, book-length works for the purpose of writing and discussion. Emphasis will be on scholarly sources.</p> <p>ENGL 1A -Read and apply critical-thinking skills to numerous published articles and to college-level, book-length works for the purpose of writing and discussion.</p> <p>The student must be able to summarize and paraphrase the central idea and major points in a reading selection.</p> <p>ENGL 1A -Read and apply critical-thinking skills to numerous published articles and to college-level, book-length works for the purpose of writing and discussion.</p> <p>ENGL 1AH -Conduct scholarly research independently to enrich multiple, rigorous reading and writing tasks.</p>
Requisite Skill:	

Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).	
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Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	John Hartley, Edward Jones and Harry Ruby
Date:	09/01/1956
Original Board Approval Date:	
Last Reviewed and/or Revised by:	Lyman Hong
Date:	03/20/2022
Last Board Approval Date:	06/20/2022