ENG-2350: BRITISH LITERATURE I

Cuyahoga Community College

Viewing: ENG-2350 : British Literature I

Board of Trustees:
2018-01-25

Academic Term:
2018-01-16

Subject Code
ENG - English

Course Number:
2350

Title:
British Literature I

Catalog Description:
Survey of major works of British prose, poetry, and drama from early period to 1785.

Credit Hour(s):
3

Lecture Hour(s):
3

Lab Hour(s):
0

Other Hour(s):
0

Requisites

Prerequisite and Corequisite
ENG-1020 College Composition II, or ENG-102H Honors, or departmental approval.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively. For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at http://www.tri-c.edu/accessprograms/. Blackboard accessibility information is available at http://access.blackboard.com.
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts.

Therefore, attendance is recorded in the following ways:

• For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

• For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student's grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available athttp://www.tri-c.edu/student-resources/documents/studenthandbook.pdfYou must also comply with the College’s Zero Tolerance for Violence on College Property available athttp://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes

Course Outcome(s):

Evaluate cultural, historical, linguistic, political, intellectual, and especially literary backgrounds of the Medieval Period (Old English and Middle English), the Renaissance, and the English Restoration Period.
Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Identify literary devices and analyze their significance.
2. Define and apply literary terminology correctly and appropriately.
3. Relate literary conventions of a time period to specific works.
4. Analyze literature as reflective of the society in which it was produced.
5. Examine political and/or intellectual situations and influences of the time period as these are reflected in the literature.

Course Outcome(s):
Identify and analyze the ways in which individual works are both typical and/or atypical of their periods, including evaluating the difficulties of periodization.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):
1. Analyze the salient characteristics of each literary period.
2. Compare and contrast works with earlier forms of literature.
3. Compare and contrast works within each literary period.

Course Outcome(s):
Read critically and analyze the aesthetic characteristics of a literary work of art.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):
1. Interpret each work in light of its theme(s).
2. Analyze the ways in which the literary texts work.
3. Write critically about selected texts.

Course Outcome(s):
Write about literature from a critical and historically relevant perspective.

Essential Learning Outcome Mapping:
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.
Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

Objective(s):
1. Write and develop a thesis in order to engage in focused research and writing based on the research.
2. Find, evaluate, and use appropriate electronic and print sources.
3. Utilize textual evidence as support for inferences and interpretations in writing.
4. Use the MLA system of documentation to deal ethically with primary and secondary sources.

Methods of Evaluation:
1. Analytical/argumentative essays
2. Response papers
3. Reports: oral and written
4. Quizzes or tests
5. Essay examinations
6. Short-answer analytical questions
7. Wikis, websites, and other social media
8. Abstracts
9. Research projects
10. Annotated bibliographies
11. Capstone projects

Course Content Outline:

1. Old English
   a. Study of the first known texts written in English, dated during the Anglo-Saxon period of England, from roughly the mid-5th century to the Norman Conquest of 1066.
   b. Close study of key texts, which could include writers and works such as Bede, Beowulf, King Alfred, “The Wife’s Lament,” “The Seafarer,” and “The Wanderer.”

2. Middle English
   a. The examination of both linguistic and thematic changes in the literature that follows the Norman Conquest and the evolution of Old English to Middle English, including key texts from England from the 14th and 15th century.
   b. Close study of key texts, which could include such writers and works as Marie de France, Sir Gawain and the Green Knight, Geoffrey Chaucer, John Gowler, Margery Kempe, Everyman, and William Langland.

3. Renaissance
   a. Study of the English Renaissance period, which includes a large body of literature from the 15th century to the 17th century that was characterized by a newfound interest in humanist philosophy, a return to Greco-Roman literature and art, and the emergence of new forms of literature, including the Spenserian stanza, the sonnet, and the essay, all fueled by the invention of the Gutenberg printing press.
   b. Close study of key texts, which could include such writers and texts as Sir Thomas More, the English Bible, Elizabeth I, William Tyndale, Edmund Spenser, Sir Walter Raleigh, Sir Philip Sidney, Christopher Marlowe, William Shakespeare, John Donne, Ben Jonson, Mary Wroth, Aemilia Lanyer, Sir Francis Bacon, George Herbert, Robert Herrick, and John Milton.

4. Restoration Period
   a. Study of the period coinciding with the rise of Enlightenment thought: the English Restoration period runs from the restoration of Charles II to the English throne in 1660 to the death of Samuel Johnson in 1784 and the publication of Cowper’s The Task in 1785. This literature is characterized by political satire aimed at a wide audience, the refinement of English prose established in the Renaissance, and expression of revolutionary ideas that would come to fruition in the Romantic Age.
   b. Close study of key texts, which could include such writers as John Dryden, Jonathan Swift, Alexander Pope, Samuel Johnson, Henry Fielding, Thomas Gray, Oliver Goldsmith, Aphra Behn, John Bunyan, Frances Burney, John Locke, and William Cowper.

Resources


Resources Other

1. Supplemental novels, essays, and collections
2. Tri-C LibGuide for British Literature
   http://libguides.tri-c.edu/brlit
3. Tri-C LibGuide for English
   http://libguides.tri-c.edu/english
4. The Labyrinth: Resources for Medieval Studies:
   http://labyrinth.georgetown.edu/
5. The Center for Medieval Studies:
   http://www.fordham.edu/mvst/
6. The Morgan Library and Museum:
   http://www.themorgan.org/
7. The Metropolitan Museum of Art:
http://metmuseum.org/home.asp

8. Luminarium: Anthology of English Literature:
   http://www.luminarium.org/

9. Beowulf in Hypertext:
   http://www.humanities.mcmaster.ca/~beowulf/

10. Digital Beowulf Manuscripts:
    http://ebeowulf.uky.edu/

11. Geoffrey Chaucer:
    http://www.courses.fas.harvard.edu/~chaucer/

12. Seamus Heaney Reading Beowulf in Translation:
    http://www.youtube.com/watch?v=AaB0trCztM0

13. Marie de France, Lanval in Old French:
    http://www.arthuriana.org/teaching/Marie_Lanval_Shoaf-2.html

14. The Chester Noah Play, Liverpool University Players:
    https://youtu.be/Cn0pcYONuxc

15. York Mystery Plays 2010: An Introduction
    https://youtu.be/8nyFLOlEupM

16. York Mystery Play "Crucifixion":
    https://youtu.be/tllmNnV1Ty0

17. Queen Elizabeth I (1533-1603):
    http://www.elizabethi.org/

18. Edmund Spenser Home Page:
    http://www.english.cam.ac.uk/spenseronline/welcome

19. Shakespeare’s Life and Times:
    http://internetshakespeare.uvic.ca/Library/SLT/

20. David Crystal and Ben Crystal, "Shakespeare: Original Pronunciation":
    https://youtu.be/gPlpphT7n9s

21. John Milton Reading Room:
    http://www.dartmouth.edu/~milton/reading_room/links/index.shtml

22. The Aphra Behn Society:
    http://www.aphrabehn.org/

23. The Norton Anthology of English Literature: Norton Topics Online:
    http://www.wwnorton.com/college/english/nael/

**Instructional Services**

**OAN Number:**
TMAH and OAH055

Top of page

Key: 1853