



Credit Hours: 3

Catalog Course Description:

A study of the development of British Literature from three periods: Anglo-Saxon and Middle Ages, Renaissance, and Restoration and 18th century.

How Program Site Will Be Incorporated into the Course:

The advantages of teaching British Literature I in England, specifically based in London, are fairly obvious. As the center of English society for centuries, London was home to numerous writers and literary movements. The proliferation of theatres during the reign of Elizabeth I and James I continues its tradition in the famous theatre district today. Students' opportunity to attend performance would underscore the importance of the genre to our culture. A day trip to Stratford would also offer perspectives on William Shakespeare's background. Of course, Chaucer's pilgrims began their journey in Southwark. Visits to the British Museum as well as other sites, such as the Inns of Court where plays were enacted during the 14th century and the replica of The Globe, enhance the study of literature by providing insight into the culture that produced the works.

Prerequisites: ENGL 1020

Textbook(s) and Other Courses:

Greenblatt, Stephen, gen. ed. Et al. *The Norton Anthology of English Literature*. 8th ed. Vol. 1. NY: Norton, 2006. Print.

Suggested supplemental work:

Chaucer, Geoffrey. *The Canterbury Tales*. Trans. Nevill Coghill. London: Penguin, 1877. Print. (or other modern translation of Chaucer)

I. Week/Unit/Topic Basis:

<u>Week 1</u>	History of English: Anglo-Saxon through Middle English, <i>Beowulf</i> , other Anglo-Saxon Poetry; Chaucer, <i>Sir Gawain and the Green Knight</i>
<u>Week 2</u>	Medieval and Renaissance Drama
<u>Week 3</u>	Renaissance Lyric Poetry, 17 th Century Poetry: Milton, Restoration and 18 th Century Poetry and Drama; Final Exam

II. Course Objectives*:

- A. Identify and understand major themes and concerns of English literature as they relate to English history through the eighteenth century. II.1, II.2, II.3, II.4, II.5, IV.2
- B. Identify and relate the varied cultural assumptions and values of England's heritage as they influence English literature and language. II.1, II.2, II.3, II.4, IV.3, IV.5
- C. Associate biographical information and English authors with their works. II.1

- D. Demonstrate a comprehensive grasp of the relationships (chronological and conceptual) of individual works to other works and schools of thought. II.1, II.2, II.3, II.4, IV.2, IV.3
- E. Write effective responses to varied assignments (e.g., research, essays, creative prompts, journals, short answers, and objective items) to demonstrate an understanding, critical analysis, and appreciation of the works studied. I.1, I.2, I.3, I.4, I.5, I.6, I.7, II.6

*Roman numerals after course objectives reference TBR's general education goals

III. Instructional Processes*:

Students will:

1. Work in teams to discuss and analyze literature. *Communication Outcome, Humanities and or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy*
2. Read assigned works of literature and participate in class discussion. *Communication Outcome, Humanities and or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy*
3. Use word processing software to write essays analyzing assigned fiction, poetry, and drama, evaluating both the aesthetic value of texts and the historical influences that affect them. *Communication Outcome, Humanities and or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy*
4. Develop research skills using and evaluating library and internet sources. *Communication Outcome, Humanities and or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy*
5. Develop oral presentation skills to present individual or group information. *Communication Outcome, Transitional Strategy, Active Learning Strategy*
6. Attend various cultural, historical, or educational opportunities on or off campus. *Humanities and or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy*
7. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class. *Communication Outcome, Transitional Strategy, Active Learning Strategy*

*Strategies and outcomes listed after instructional processes reference TBR's goals for strengthening general education knowledge and skills, connecting coursework to experience beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance:

Upon successful completion of this course, the student should be able to:

1. Identify and understand major themes and concerns of traditions and literature in the Anglo-Saxon period (beginnings of the English language, influence of Christianity, influence of pagan tribes, the Anglo-Saxon epic). A, B
2. Identify and understand major themes and concerns of traditions and literature in England's medieval period (growth of English language, its use in literature,

- influence and traditions in poetry, chivalric romance, folk traditions, origins of English drama). A, B
3. Identify and understand major themes and concerns of traditions and literature in the Renaissance and Civil War periods (lyric poetry, development of the sonnet in English, non-dramatic poetry, Shakespeare, pastoral themes, use of blank verse, Cavalier and metaphysical poetry, Milton). A, B
 4. Identify and understand major themes and concerns of traditions and literature of the Restoration and Eighteenth Century (comedy of manners, satire, heroic couplets, development of "modern" English prose, Age of Reason). A, B
 5. Relate political events and institutions to works of English literature through the eighteenth century. A, B, D
 6. Relate sociological and psychological factors to the works of the period. A, B, D
 7. Relate mythology and mysticism to the works of the period. A, B, D
 8. Relate biographical information about English authors to works by these authors. A, B, C
 9. Demonstrate an understanding of the relations of the works to each other and to influencing factors by tracing English thought and concern chronologically through this period. A, B, D
 10. Write response and analytical papers on appropriate topics related to the works studied. A, B, C, D, E
 11. Write insightful, appropriately developed, mechanically correct answers to essay test questions concerning the works studied. A, B, C, D, E
 12. Answer objective and short answer questions correctly. A, B, C, D, E

*Letters after performance expectations reference the courses objectives listed above.

V. Evaluation:

A. Testing Procedures:

Sixty percent of the final grade will be based on tests and quizzes. The remaining forty percent of the grade will be based on projects such as papers and journal

B. Grading Scale:

92-100	A
90-91	B+
84-89	B
82-83	C+
76-81	C
70-75	D
Below 70	F

VI. Policies:

A. Attendance Policy:

Attendance is of utmost importance in study abroad courses. There are no unexcused absences permitted. Multiple unexcused absences are grounds for removal from the program. Being in class on time is also very important. Frequent tardiness will be

considered an absence and appropriate action will be taken. Absences due to illness must be reported immediately to the program director.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices: Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments. In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign either (1) an F or zero for the assignment or (2) an F for the course.

VII. Instructional Hours:

This course will consist of a minimum of 37.5 full hours of formal instruction.