

**EL CAMINO COLLEGE**  
**COURSE OUTLINE OF RECORD – Approved**

**Subject:** ENGL

<b>Course Number:</b>	15B
<b>Descriptive Title:</b>	Survey of British Literature II
<b>Division:</b>	Humanities
<b>Department:</b>	English
<b>Course Disciplines:</b>	English
<b>Catalog Description:</b>	This course is a survey of British literature by English, Irish, Scottish, and Welsh writers that begins with the Romantic Age and continues to the present. The course includes selections from major Romantic, Victorian, Modern, and Postmodern authors, which may include Equiano, Burns, Blake, the Wordsworths, Coleridge, Byron, the Shelleys, Keats, Tennyson, the Brownings, the Brontës, Arnold, Hardy, Yeats, Conrad, Joyce, Eliot, Woolf, Lawrence, Beckett, Heaney, Pinter, and others.
<b>Prerequisite:</b>	English 1A or English 1AH with a minimum grade of C
<b>Hours Lecture (per week):</b>	3
<b>Hours Laboratory (per week):</b>	0
<b>Outside Study Hours:</b>	6
<b>Total Course Hours:</b>	54
<b>Course Units:</b>	3
<b>Grading Method:</b>	Letter Grade only
<b>Credit Status:</b>	Credit, degree applicable
<b>Transfer CSU:</b>	Yes
<b>Effective Date:</b>	Prior to July 1992
<b>Transfer UC:</b>	Yes
<b>Effective Date:</b>	
<b>General Education: ECC</b>	Area 3 - Humanities
<b>Term:</b>	
<b>Other:</b>	
<b>CSU GE:</b>	Area C2 - Arts and Humanities - Humanities: Literature, Philosophy, Languages other than English
<b>Term:</b>	
<b>Other:</b>	
<b>IGETC:</b>	Area 3B - Humanities
<b>Term:</b>	
<b>Other:</b>	
<b>Student Learning Outcomes:</b>	<p><b>SLO #1 Literature Identification</b></p> <p>Upon completion of the course, students will identify representative works of major British authors from the Romantic, Victorian, Modern, and Postmodern (post-1945) periods and their literary forms, elements, styles, and concerns.</p> <p><b>SLO #2 Literary Analysis</b></p>

	<p>Upon completion of the course, students will analyze representative works from the periods covered by the course in terms of relevant cultural and historical backgrounds and literary, linguistic, and formal features.</p> <p><b>SLO #3 Literary Research Writing</b></p> <p>Upon completion of the course, students will research, evaluate, and synthesize secondary sources, and incorporate these sources into a term paper that interprets a work of British literature from the late 18th century through the present.</p>
<p><b>Course Objectives:</b></p>	<ol style="list-style-type: none"> <li>1. Recognize, identify, and analyze the literary forms, elements, styles, and concerns of major British authors from the Romantic, Victorian, Modern, and Postmodern (post1945) periods.</li> <li>2. Demonstrate knowledge of passages selected from the Romantic, Victorian, Modern, and Postmodern periods.</li> <li>3. Research and interpret the historical and literary milieu of the eighteenth century as the background to interpret the historical and literary changes in the Romantic Age.</li> <li>4. Assess the relationships between the works of earlier and later Romantic Age authors.</li> <li>5. Analyze the Victorian background as it developed from the Romantic by comparing and contrasting the treatment of themes and the use of literary devices such as symbol, metaphor, and myth in works by Victorian authors.</li> <li>6. Compare and evaluate the emerging themes and techniques pioneered by modernist and post-World War II authors.</li> <li>7. Interpret and evaluate a major prose work from the Romantic, Victorian, Modern, or Postmodern periods.</li> <li>8. Examine the political and socioeconomic backgrounds of the periods and how they shape and are shaped by literature.</li> <li>9. Analyze the literature with respect to its historicity by discerning and articulating how historical periods differ in philosophical and ethical stances from our own.</li> <li>10. 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.</li> </ol>
<p><b>Major Topics:</b></p>	<p><b>I. An introduction to critical methodologies, including one or more of the following (1 hour, lecture)</b></p> <ol style="list-style-type: none"> <li>A. New Historicist</li> <li>B. Post-colonial</li> <li>C. Poststructuralist</li> <li>D. Feminist</li> <li>E. Gender Studies</li> <li>F. Reader Response</li> <li>G. Psychoanalytic</li> </ol> <p><b>II. Romanticism (4 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Literary, historical, political, and social backgrounds</li> <li>B. A presentation of the complexity of Blake's "Songs of Innocence and Experience" and an overview of the major apocalyptic works</li> <li>C. Revolution and the abolition of slavery, with discussion of excerpts from narratives by writers such as Equiano and Prince, and Southey's anti-slavery sonnets</li> </ol> <p><b>III. An introduction to epic autobiographical poetry (4 hours, lecture)</b></p>

	<ul style="list-style-type: none"> <li>A. An analysis of sections of "The Prelude"</li> <li>B. A focus on other works such as "Tintern Abbey" and "Resolution and Independence," including discussion of Dorothy Wordsworth's journals</li> </ul> <p><b>IV. Analysis of poetry in terms of structure, metaphor, and allusion (4 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Coleridge's "Rime of the Ancient Mariner"</li> <li>B. Other poems such as "Christabel," "Kubla Kahn," and "This Lime-Tree Bower My Prison"</li> </ul> <p><b>V. Second Generation Romantic Poets (7 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. The poetic modes, philosophical content, and stylistic approaches of the following authors: <ul style="list-style-type: none"> <li>1. Byron</li> <li>2. Shelley</li> <li>3. Keats</li> </ul> </li> </ul> <p><b>VI. Introduction to the Victorian Age (literary, historical, political, social aspects of Victorianism) with emphasis on the following (8 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. The Crisis of Faith</li> <li>B. Imperialism</li> <li>C. The Woman Question</li> <li>D. Analysis of selections from Tennyson and E.B. Browning</li> </ul> <p><b>VII. Victorian Literature (10 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. Evaluation and connection of the poetic response of Browning, Arnold, Hardy, and others such as C. Rossetti and Hopkins with the concerns of the age</li> <li>B. Discussion of the Victorian novel and serialization</li> <li>C. Victorian drama, aestheticism, and the Decadence</li> </ul> <p><b>VIII. Modernism (10 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. World War I poetry</li> <li>B. Introduction to modernism and its major elements and themes</li> <li>C. The works of Joyce, Yeats, and Eliot are critiqued for design, approach, and aesthetic perspective</li> </ul> <p><b>IX. Analysis of other twentieth-century and post-World War II authors such as Woolf, Forster, Lawrence, Thomas, Auden, and Heaney, along with a continued discussion of relevant themes such as (6 hours, lecture)</b></p> <ul style="list-style-type: none"> <li>A. World war</li> <li>B. The end of empire</li> <li>C. The New Woman</li> <li>D. Sexuality</li> <li>E. Postmodernism</li> </ul>
<b>Total Lecture Hours:</b>	54
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	54
<b>Primary Method of Evaluation:</b>	1) Substantial writing assignments
<b>Typical Assignment Using Primary Method of Evaluation:</b>	Read a novel on the supplemental reading list or syllabus and a minimum of at least two critical analyses of the novel from one or more literary critical approaches (biographical, historical, psychoanalytic, cultural, etc.). Compose a five-to-seven page written essay in which you evaluate the scholars' approach(es) and incorporate the literary criticism into your own analysis of the novel, examining a theme or theme(s) relevant to the period in which it was written (Romantic, Victorian, or Twentieth Century).

<b>Critical Thinking Assignment 1:</b>	Robert Louis Stevenson's "The Strange Case of Dr. Jekyll and Mr. Hyde" as well as Oscar Wilde's "The Importance of Being Earnest" form interesting commentary on Victorian manners and mores. In a five-to-seven page written essay, examine how these stories seem to uphold, while simultaneously critique, the society that produced them. Illustrate your responses by selecting specific citations from the texts.
<b>Critical Thinking Assignment 2:</b>	Compare the criticism of imperialism made by Joseph Conrad's "Heart of Darkness" with that of E. M. Forster's "The Life to Come" and Virginia Woolf's "A Room of One's Own." In a five-to-seven page written essay, analyze the way in which the narration, character construction, and symbolism in the texts demonstrate evidence of anti-imperialist sentiments, as well as how the issues of sexuality and gender construction inform the critique of imperialism. Choose specific textual evidence to illustrate your responses.
<b>Other Evaluation Methods:</b>	Completion, Essay Exams, Matching Items, Reading Reports, Term or Other Papers, Written Homework
<b>Instructional Methods:</b>	Discussion, Group Activities, Lecture, Multimedia presentations
<b>If other:</b>	
<b>Work Outside of Class:</b>	Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
<b>If Other:</b>	Research
<b>Up-To-Date Representative Textbooks:</b>	Greenblatt, Stephen, et al.. <u>The Norton Anthology of English Literature: The Major Authors, Volume B</u> . 9th ed. Norton, 2013. Damrosch, David, et al.. <u>The Longman Anthology of British Literature, Volume 2 (A, B, and C)</u> . 5th w/ Lab ed. Longman, 2012.
<b>Alternative Textbooks:</b>	
<b>Required Supplementary Readings:</b>	A novel by a major author from a list provided in the syllabus or provided in or with the Norton Anthology or the Longman Anthology. Examples might include Frankenstein by Mary Shelley, The Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson, Jane Eyre by Charlotte Brontë, Heart of Darkness by Joseph Conrad, Dubliners by James Joyce, and To the Lighthouse by Virginia Woolf.
<b>Other Required Materials:</b>	
<b>Requisite:</b>	Prerequisite
<b>Category:</b>	sequential
<b>Requisite course(s): List both prerequisites and corequisites in this box.</b>	English-1A or English-1AH
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	<p><b>Students must be able to read and interpret complex and demanding literary texts and perform close reading of select passages.</b></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 -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><b>Students must be able to perform college-level academic research.</b></p>

	<p>ENGL 1A -Demonstrate ability to locate and utilize a variety of academic databases, peer-reviewed journals, and scholarly websites.</p> <p>ENGL 1AH -Conduct scholarly research independently to enrich multiple, rigorous reading and writing tasks.  <b>Students must be able to analyze historical context, as well as compare/contrast, evaluate, and synthesize literary texts. Students should be able to perform these tasks in college-level academic writing.</b></p> <p>ENGL 1A -Recognize and revise sentence-level grammar and usage errors.</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 1A -Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.</p> <p>ENGL 1AH -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>
<b>Requisite Skill:</b>	
<b>Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable</b>	
<b>Requisite course:</b>	
<b>Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
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<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	Robert Crowley, John Grace, Edward Jones, and Harry Ruby
<b>Date:</b>	09/01/1956
<b>Original Board Approval Date:</b>	

<b>Last Reviewed and/or Revised by:</b>	Chelsea Henson
<b>Date:</b>	01/21/2016
<b>Last Board Approval Date:</b>	