# COURSE OUTLINE

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<th>Course Number</th>
<th>Course Title</th>
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<tr>
<td>ENG227</td>
<td>English Literature I</td>
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**Hours:**
- lecture/Lab/Other: 3/week
- Co- or Pre-requisite: Minimum C grade in ENG 102
- Or divisional permission

**Implementation:**
- sem/year: Fall/09

**Catalog description (2009-2011 Catalog):**

Survey of representative English literature from the Middle English period through the Neoclassical period. Particular attention to the works of Chaucer, Shakespeare, Milton, Donne, Dryden and Pope.

**Is course New, Revised, or Modified?** Revision

**Required texts/other materials:**

*Norton Anthology of English Literature, Volume I*
*Abrams. Glossary of Literary Terms, 8th Edition*

**Revision date:**
- Fall 2012

**Course coordinator:**
- Emmaline Marks; 609 586 4800 X3409
  markse@mccc.edu

**Information resources:**

- The Norton Anthology
- The Norton Resource Library (wwnorton.com/nrl)
- Norton Literature Online (wwnorton.com/literature)
- Norton Topics Online (wwnorton.com/nael)
- LexisNexis
- Ebscohost
- Various books, videos, journals, databases and websites
Other learning resources:
- Tutoring in Library 218: The Academic Support/Learning Center
- Online resources

Course Competencies/Goals:
The student will be able to:
- read a wide sampling of works by English authors while examining the genres of said authors, such as poetry, drama, romance and essays
- display a familiarity with the major themes and characteristics of the Anglo-Saxon, Middle English, Sixteenth Century, Early Seventeenth Century and Restoration literary periods
- examine selections, pointing out the shifting concerns of each literary time period as reflected in the period selections
- research authors thoroughly to comprehend the author, the text and the text’s purpose
- form groups to analyze and discuss selections, resulting in a group presentation and group essay
- show skillful time management by maintaining the course’s reading schedule and being adequately prepared for unannounced quizzes and short writings
- write sound, skillful individual essays showing insight into the major works of these literary periods

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals
Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills
Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
Goal B. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.
Goal C. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Goal D. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.
Goal E. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.
Goal F. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

Unit I  The Middle Ages/Anglo-Saxon
Learning Objectives
The student will be able to...
- Become acquainted with the heroic epic and identify its characteristics in Beowulf
- Identify the mixture of Christian and Pre-Christian references in Beowulf
- Observe and point out the changing language during the Anglo-Saxon period
- Interpret and analyze the Anglo-Saxon pieces, Caedmon’s Hymn and The Dream of Rood
- Analyze and interpret The Canterbury Tales
- Research and appreciate the genius of Geoffrey Chaucer
- Analyze “The Prologue” as a listing of that day’s society
- Research and interpret the “frame story”
- Define such terms as satire, Fabliau, carpe diem, etc.

Unit II  The Sixteenth Century
Learning Objectives
The student will be able to...
- Recognize the historical significance of the Sixteenth Century
- Discuss the impact of the political and religious events upon the literature of that period
- Familiarize and connect writers such as Shakespeare, Marlowe, Spenser, Sidney, Wyatt, Surrey, etc.
- Analyze the drama, along with Shakespeare and Marlowe
- Analyze the sonnet form and its origins

Unit III  The Early Seventeenth Century
Learning Objectives
The student will be able to...
- Analyze and describe the literary characteristics of Seventeenth century metaphysical poetry
- Read and analyze the poetry of Ben Jonson, John Donne, George Herbert and others
- Revisit the Cavalier poets and their significance to this literary period
- Contrast the prevalent themes of the early 17th century with those of the Sixteenth century
- Determine when and why the emphasis changed

Unit IV  The Restoration Period
Learning Objectives
The student will be able to...
- Identify and analyze satirical literature
- Read Restoration Literature and conclude what legal ramifications would happen today in light of that kind of writing
- Read the writings of John Dryden, Alexander Pope, Addison and Steele, etc.
- Read and analyze the novel of Aphra Behn
- Read and discuss carefully the philosophical thought of John Locke
- Include in discussions the genius of John Milton
**Evaluation of student learning**

- Quizzes
- Class Discussions
- Group Study, presentations and writings
- Major papers on each literary time period
- Movie (as related to a class activity) or Special Luncheon (at preferred place to socialize and to evaluate the course)

**Academic Integrity Statement:**

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual’s work as one’s own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml).