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## COURSE OUTLINE

<b>Course Number</b> <b>ENG 228</b>	<b>Course Title</b> <b>English Literature II</b>	<b>Credits</b> <b>3</b>
<b>Hours: 3/0/0</b> <b>Lecture/Lab/Other</b>	<b>Co- or Pre-requisite</b> <b>Grade of C or better in ENG102</b>	<b>Implementation</b> <b>Semester &amp; Year</b> <b>Spring 2023</b>

### Catalog description:

Surveys British literature from the beginning of Romanticism to the present, taking into consideration the various genres in which writers were working while examining pertinent literary, social, cultural, and political, movements and trends during these periods as well as understand the ways that British writers attempted to grapple with empire, religion, science, war, gender, sexuality, race, and class.

General Education Category:  
Goal 6: Humanities

Course coordinator:

Laura Knight, x. 3309, knightl@mccc.edu

### **Required texts & Other materials:**

Sampling of required texts/other materials:

*The Norton Anthology of English Literature, vols. D, E, and F* or an applicable substitute that includes a variety of authors and genres.

### Course Student Learning Outcomes (SLO):

***Upon successful completion of this course the student will be able to:***

1. Close Reading: interpret complex texts which may include images, poetry, fiction, memoir, short story, and novel through close reading [Supports ILG #1, 6, 8; PLO #1,3]
2. Literary Strategies: demonstrate knowledge of the distinctive ways writers use words and different literary structures to shape a reader's response to their work [Supports ILG #1, 6, 8, 9; PLO #1]
3. Synthesis of Texts: create original essays using course texts and scholarly research, synthesizing readings to create original interpretations [Supports ILG #1, 4, 6, 10, 11; PLO #2-4]
4. Critical Analysis: analyze a piece of literature using the most appropriate critical framework(s) for that particular work (psychological, historical, philosophical, feminist, Marxist, etc.) [Supports ILG #1, 6, 8, 9, 10, 11; PLO #3]
5. Literary Context: evaluate literature's dual role as both product of and producer of culture using textual evidence of major historical and social shifts (economic, political, or religious change, social justice movements). [Supports ILG #1, 6, 7, 8, 9, 10, 11; PLO# 1]
6. Documentation of Sources: use correct MLA documentation format for citing literature in essays [Supports ILG #1, 4, 10; PLO #2]

## Course-specific Institutional Learning Goals (ILG)

**Institutional Learning Goal 1. Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.

**Institutional Learning Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Institutional Learning 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.

**Institutional Learning Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

**Institutional Learning Goal 8. Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples

**Institutional Learning Goal 9. Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations.

**Institutional Learning Goal 10. 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.

**Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

## Program Learning Outcomes for Liberal Arts (PLO)

1. Concept Knowledge. Understand the vocabulary, methods, and major concepts presented in the humanities, social sciences, and the natural sciences.
2. Communication. Articulate complex ideas clearly and effectively, both verbally and in writing.
3. Critical Thinking. Perform a series of thinking tasks including speculation, analysis, and synthesis [i.e., abstract reasoning.
4. Research Methods. Utilize research materials and methodologies.

## Units of study in detail:

### **Unit 1: The Romantic Period** [Supports Course SLOs #1-6]

- Define Romanticism and identify its various themes.
- Interpret and analyze the works of major Romantic poets including Blake, Burns, Wordsworth, Coleridge, Byron, Shelley, Keats, and others.
- Distinguish between Romanticism and the literary movements that preceded and followed it.
- Connect the works of the Romantics to their social and historical backgrounds.
- Interpret and analyze representative novels, plays and non-fiction prose of the era.

### **Unit 2: The Victorian Period** [Supports Course SLOs #1-6]

- Identify the major themes and characteristics of Victorian literature.
- Interpret and analyze the works of major Victorian poets including Tennyson, the Brownings, Arnold, Hopkins, the Rossettis, Swinburne, and others.
- Interpret and analyze representative novels and plays of the Victorian era.
- Connect the works of major Victorian writers to their social and historical backgrounds.
- Analyze and explain representative intellectual currents of the Victorian era as expressed by such writers as Carlyle, Newman, Arnold, Huxley and Darwin

**Unit 3: Modern English Literature** [Supports Course SLOs #1-6]

- Distinguish between modern English literature and that which preceded it.
- Identify the major themes and intellectual currents of modern literature.
- Analyze and interpret works by major representative writers of the era including Hardy, Conrad, Shaw, Joyce, Yeats, up to contemporary poets, novelists, and playwrights.
- Connect Modern literature to the background of social and historical events

**Unit 4: Contemporary English Literature** [Supports Course SLOs #1-6]

- Distinguish between contemporary English literature and that which preceded it.
- Identify the major themes and intellectual currents of contemporary literature.
- Analyze and interpret works by major representative writers of the era.
- Connect contemporary literature to the background of social and historical events

**Evaluation of student learning:**

Achievement of the course objectives may be evaluated by the following tools. The weighted percentage of these means of assessing student learning will vary among different instructors, but the greatest emphasis should be on formal written work.

Quizzes, attendance, participation (20%): Actively participating in discussion, quizzes, group workshops, attendance, and draft workshops.

Essays, Examinations (65%) Students will submit a total of 15 pages of peer-reviewed, final draft essay, split into individual essays; the total may include an essay final examination. Research essays should demonstrate careful text-based analysis, use of an appropriate critical lens, location of the text within a social and historical context, analysis of the characters or speakers in a variety of socially defined categories, and integration of scholarly sources.

Presentation/Performance/Discussion-Leading (15%). Students work individually, in pairs, or a group to present creatively an aspect of a work and then lead class discussion for the day with open-ended questions.