

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ENGL 245
Course Title: Survey of British Literature I

Year: 2023-2024
Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

A survey of the major British literary works from the Anglo-Saxon era to the beginning of English romanticism.
Prerequisites: ENGL 102; RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Occasionally.

Course Context/Audience

The course is designed for undergraduate students expecting to transfer to a four-year institution to continue studies in any number of the humanities. It is also appropriate for non-matriculated students interested in the literary and historical perspectives of English literature.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.

Math: M0 Course requires very little or no math.

Reading: R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

Course Goals

Students will be able to analyze, interpret and use effective research and writing processes to produce papers and oral presentations that examine the major themes, historical perspectives, significant form style and artistic convention in British literature.

Course Objectives/Topics

Objective/Topic	% Course
Students will become familiar with significant historical events.	15-25%
Students will become familiar with major literary themes.	25-55%
Students will improve and apply their analytical skills.	15-25%
Students will improve their research and writing skills.	15-25%

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>This course provokes numerous questions on Anglo-American history and culture, including questions on social and governmental organization, empire and colonization, cultures and multiculturalism, globalization, the nature of history, and development of literature, science, technology and religion. Textbook readings, course web pages, writing assignments, and instructor interactions can all be designed to stimulate questions of interest to students.</p> <p>The course textbook, supplemented by the instructor, gathers many of the most important source texts of the British Isles from the beginnings through the American Revolution. Caesar, Bede, Marie de France, Chaucer, More, Shakespeare, Milton, Hobbes, Behn, Pope, Swift, Newton, Locke, Paine, Adam Smith and others are covered. Students are encouraged to gather a range of sources on their own, and to interpret and evaluate them. Given the scope of this course, students could trace the way a specific theme is addressed in texts produced by a variety of British cultures and across several centuries. By drawing as well on scholarly sources, students could synthesize their findings in a final paper which would draw together elements from the entire course.</p> <p>Readings from distant times and places, as well as commentary from scholars, facilitate the development of perspective and context. A survey approach provides general orientation and background so that students are prepared for further studies and readings. Journal writing can include preliminary conclusions. Final summary writing projects can ask students to develop a synthesis of meaning from diverse readings of the course.</p> <p>Student viewpoints are developed and exchanged with other students and also with the instructor. Each lesson can include journal writing which is substantively reviewed by the instructor and other students. Final writing assignments also are critiqued by the instructor.</p>

SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>This course provides a multicultural perspective on the foundations of Britain, including classical Roman, Celtic, Anglo-Saxon, Norman, Plantagenet, Tudor-Stuart, Georgian and Scots Renaissance cultures. Emphasis is placed on backgrounds to the American Revolution and to modern Anglo-American cultures. Students can explore whether their own lives reflect, perpetuate, question, or counter any of the strands of tradition encountered in the course readings.</p> <p>Course materials touch on ethics and such related subjects as religion, crime, justice, rebellion, and ordered liberty. Prompted by course readings, students can explore their own ethical stances through journal writing.</p> <p>Course materials touch on poverty, trade, colonization, globalization, social class and social mobility.</p> <p>Course materials touch on geography, geology, climate, natural resources, agriculture, herding, urbanization, exploitation, disease, war, famine, demographics and other environmental themes.</p>

Instructional Methods

The lecture/discussion method should be used, along with an occasional audio-visual presentation. If class size permits, a seminar-type oral report should be included.

Methods of Assessment/Evaluation

Method	% Course Grade
Quizzes	0-25%
Journal writing	20-50%
Essay writing	40-60%

Text(s)

David Damrosch et al., eds. *The Longman Anthology of British Literature, Volume One. 3rd Edition. Vols. 1A, 1B, 1C.* New York: Pearson Longman, 2006. ISBN 0-321-33392-6.

Bibliography

Baugh, Albert Croll. **A literary history of England.** 2nd ed. New York: Appleton-Century-Crofts, 1967.

Bennett, J. A. W. **Middle English literature.** Oxford: Clarendon Press; New York: Oxford University Press, 1986.

Bush, Douglas. **English literature in the earlier seventeenth century, 1600-1660.** 2nd ed. Oxford: Clarendon Press, 1962.

Cambridge guide to literature in English. Ed. Ian Ousby. Revised Edition. Cambridge; New York: Cambridge University Press, 1993.

Dobree, Bonamy. **English literature in the early eighteenth century, 1700-1740.** Oxford: Clarendon Press, 1959.

Drabble, Margaret. **The Oxford companion to English literature.** 5th ed. rev. and updated. Oxford; New York: Oxford University Press, 1995.

History of Scottish literature. Ed. Cairns Craig. Aberdeen, Scotland: Aberdeen University Press, 1987-1988. 4 v.

Lewis, C. S. **English literature in the sixteenth century, excluding drama.** Oxford: Clarendon Press, 1954.

McHugh, Roger Joseph. **Short history of Anglo-Irish literature from its origins to the present day.** Dublin: Wolfhound Press, 1982.

Sutherland, James Runcieman. **English literature of the late seventeenth century.** New York: Oxford University Press, 1969.

Wickham, Glynne William Gladstone. **Early English stages, 1300 to 1660.** London: Routledge and Paul; New York: Columbia University Press, 1959.

Other Learning Resources

Audiovisual No resources specified
Electronic http://www.wwnorton.com/nael
Other No resources specified