

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ENGL 246
Course Title: Survey of British Literature II

Year: 2024-2025
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

The continuation of ENGL 245 including selected works of major British authors from the Romantic period to the present. Prerequisites: ENGL 102; RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Occasionally.

Course Context/Audience

This 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 perspective 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>Regarding each literary text they read in this course, students are encouraged to ask how it embodies the culture or the life experiences which produced it; how it affected its audience at the time of its composition and how it continues to affect contemporary audiences; how it mirrors (or does not mirror) 'reality'; and how it is internally organized. Students can be asked to write essays, which focus on a single literary text but describe it from four different critical approaches (expressionist, pragmatic, mimetic, and formal). Class discussions throughout the semester can also be designed to raise student awareness of the critical and cultural lenses through which texts are produced and the possibly very different lenses through which we read them.</p> <p>Students are required to gather, interpret, and evaluate sources to help them explore the historical contexts, which produced the literary texts we read. In their formal essays, students can be required to use a variety of sources from scholarly journals, university presses, or faculty interviews.</p> <p>Through the meta-cognitive and research skills students use in their essays, and through opportunities for revision, students are able to reach informed conclusions about the meaning of what they read. Aside from their essay writing, students can be required to write journal entries on everything they read. In these less formal writings, they can be encouraged to think on paper—offering first impressions, experimental views, and ultimately, more informed judgments.</p> <p>In the course readings, students have the opportunity to analyze the viewpoints of British writers from three centuries and from widely diverse cultures. Students also analyze their own responses to the texts they read, and they peer-review each other's journal entries and essays. After peer review and research, students often revise their original conclusions. The meta-cognitive skill of analyzing their own critical reactions to texts; the research they are expected to use in their essays; the peer review they receive from other students; discussion opportunities; as well as instructor feedback—are activities that can expose students to many different points of view.</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>While the course provides readings in Enlightenment, Augustan, Romantic, Victorian, Edwardian, modernist, and post-colonial British literature, lessons also include discussions of the legacy of important texts, including 18th and 19th century environmentalist, abolitionist, and feminist writings. After they read a foundational or influential text, students can be asked to research and discuss its legacy by citing 20th and 21st century examples and outcomes. Students can also explore whether their own lives reflect, perpetuate, question, or counter any of the strands of tradition encountered in the course readings.</p> <p>Readings invite discussion of ethics, religion, justice, rebellion, and liberty because all narratives provoke inquiry into cause and effect and into the psychological motivation of and consequences for characters. In their weekly journals, students can explore the social and ethical consequences advocated or suggested by the readings. They can also use their journals to explore how their own sense of personal responsibility compares with the point of view expressed in the course readings.</p> <p>Course readings touch on poverty, trade, colonization, globalization, social class, social mobility, and the financial interdependence of social classes and individual people. Through understanding the crosscurrents at work in other centuries and cultures, students can use their journals to explore how their choices might have economic consequences for themselves and for workers in other fields or places.</p> <p>Readings include some of the earliest expressions of the rights of nature. Students can use their journals and essays to explore their own attitudes towards the natural world.</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
Two formal essays	40-60%
Class discussions	0-25%
Weekly journal entries	20-50%
Quizzes	0-25%

Text(s)

David Damrosch et al., eds. *The Longman Anthology of British Literature, Volume Two*. 3rd Edition. Vols. 2A, 2B, 2C. 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.

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

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.

Nash, Roderick Frazier. **The Rights of Nature: A History of Environmental Ethics**. Madison: University of Wisconsin Press, 1989.

McHugh, Roger Joseph. **Short history of Anglo-Irish Literature from its Origins to the Present Day**. Dublin: Wolfhound Press, 1982.

Other Learning Resources

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