



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, & Social Sciences

COURSE: LIT 2001 Major English Writers I

Date: Spring 2022

Credit Hours: 3

Complete all that apply or mark "None" where appropriate:

Prerequisite(s): ENG 1001 with a C or better

Enrollment by assessment or other measure? Yes No

If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): None

Consent of Instructor: Yes No

Delivery Method: **Lecture** **3 Contact Hours** (1 contact = 1 credit hour)
 Seminar **0 Contact Hours** (1 contact = 1 credit hour)
 Lab **0 Contact Hours** (2-3 contact = 1 credit hour)
 Clinical **0 Contact Hours** (3 contact = 1 credit hour)
 Online
 Blended
 Virtual Class Meeting (VCM)

Offered: **Fall** **Spring** **Summer**

CATALOG DESCRIPTION and IAI NUMBER (if applicable):

A study of the principal works and writers of the British Isles, from the Anglo-Saxon period through the 18th century, with special attention to political, social, and philosophical backgrounds. **IAI Equivalent:** H3 912

ACCREDITATION STATEMENTS AND COURSE NOTES:

None

COURSE TOPICS AND CONTENT REQUIREMENTS:

1. Assigned readings of literary texts drawn from the works of representative writers and genres from the Anglo-Saxon period through the 18th century (selections at the discretion of the instructor), such as the following:
 - A. The Middle Ages (to 1485): Beowulf, narrative, elegiac and lyrical poetry, Anglo-Saxon prose, Chaucer and other Middle English poetry and prose, the Pearl Poet
 - B. The Sixteenth Century (1485-1603): Spenser, Wyatt, Shakespeare
 - C. The Seventeenth Century (1603-1660): Donne, metaphysical and cavalier poetry, Jonson, Ford, Dekker, Milton
 - D. The Neoclassical Period (1660-1798): Dryden, Swift, Pope, Johnson
Major representative writers and their works should be covered in the course, with recognition of the diversity of literature and writers from the periods above. Material should be covered chronologically but may also be treated thematically or structurally.
2. Lectures, discussions, or other assignments that pertain to the literary texts and writers covered in the course.
3. Lectures, discussion, or other assignments on the literary, social, historical, and philosophical context that pertain to the literary texts and writers covered in the course.
4. Appropriate secondary material

INSTRUCTIONAL METHODS:

Instructional methods may include but are not limited to:

1. Analysis of literary texts through reading, discussion, and lectures.
2. Synthesis of literature with philosophical, political, and social movements and figures through reading, discussion, and lectures.
3. Reading and discussion of materials
4. Examinations, quizzes, group work, papers, and presentations papers, and presentations--intended not only to measure recall but to promote "new" critical thinking and analytical skills, as well.
5. Writing as a learning tool (In-class and out-of-class writing assignments)
6. Student Conferences

EVALUATION OF STUDENT ACHIEVEMENT:

Grading scale at the discretion of the instructor.

1. Students must read assigned readings from primary and secondary sources.
2. Students must pass unit examinations, of which essays must be the majority.
3. Students must submit a paper, papers, and/or formal writings to a combined minimum total of fifteen (15) pages.
4. Students may give an oral presentation (either individual or group).
5. Students must attend and participate in class lecture and discussion sessions.

INSTRUCTIONAL MATERIALS:

Textbooks

To be determined by instructor; an anthology of Early British Literature is highly recommended

Resources

Podium/Lectern
Black/Whiteboard
Dry Erase Markers
Classroom and Desks and/or LMS
TV/VCR, Videos, projector
Guest Lectures
Photocopies of/links to instructional materials
Computers/SMART classrooms
Webpages
Library resources, etc.

The use of these materials will vary by delivery method.

LEARNING OUTCOMES AND GOALS:

Institutional Learning Outcomes

- 1) Communication – to communicate effectively;
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies

Upon completion of the course, the student will be able to:

Outcome 1: Understand and appreciate important themes and concerns of major British writers, in a variety of genres, from the Anglo-Saxon period through the 18th century.

Competency 1.1: Summarize major themes and concerns of British writers from the Anglo-Saxon period through the 18th century.

Competency 1.2: Identify major themes in specific works of literature.

Competency 1.3: Explain how major themes are presented and developed through the specific details of a text.

Competency 1.4: Explain the relevance and relation of major themes to the literary, social, historical, and philosophical forces that influence the production and reading of literature.

Competency 1.5: Identify a variety of literary genres and explain common characteristics of the genre, including fiction, non-fiction, poetry, and drama.

Outcome 2: Demonstrate an understanding and appreciation of literary elements and conventions and the ways that writers convey meaning through these elements and conventions.

Competency 2.1: Define elements of literature relevant to texts studied in the course (narration, metaphor, symbol, irony, etc.).

Competency 2.2: Identify elements of literature in specific texts and explain the meaning and significance of these literary elements (narration, metaphor, symbol, irony, etc.).

Competency 2.3: Demonstrate an ability to explain how the specific elements of a literary text relate to the larger meaning of the text.

Competency 2.4: Demonstrate the ability to formulate and develop original interpretations of literary texts supported by the specific elements and conventions of the texts.

Outcome 3: Understand how literary, social, historical, and philosophical forces influence the production and reading of literature.

Competency 3.1: Identify and summarize literary forces that influence literature and explain how these forces are relevant to specific literary texts.

Competency 3.2: Identify and summarize social forces that influence literature and explain how these forces are relevant to specific literary texts.

Competency 3.3: Identify and summarize historical forces that influence literature and explain how these forces are relevant to specific literary texts.

Competency 3.4: Identify and summarize philosophical forces that influence literature and explain how these forces are relevant to specific literary texts.

Outcome 4: Appreciate the significant impact that literature makes upon the literary, social, historical, and philosophical development of society.

Competency 4.1: Demonstrate an understanding of continuing literary traditions, the changes within those traditions, and the ways in which specific literary texts and writers contribute to the traditions and changes.

Competency 4.2: Demonstrate an understanding of the social milieu of specific literary texts and writers and the impact of those texts and writers on that milieu.

Competency 4.3: Demonstrate an understanding of the impact that specific literary texts and writers have upon the historical environment and development of society.

Competency 4.4: Demonstrate an understanding of the philosophical ideas presented in specific literary texts and the impact of those ideas upon the philosophical development of society.

Outcome 5: Become familiar with various critical approaches to literature and understand how various critical approaches enhance the ability to analyze and interpret literature.

Competency 5.1: Demonstrate a familiarity and understanding of various critical approaches to literature (i.e. formalist, historical, biographical, feminist, etc.).

- Competency 5.2: Identify and explain a specific critical approach or approaches that are used in a critical commentary on a text.
- Competency 5.3: Demonstrate an ability to analyze a text with various critical approaches.
- Competency 5.4: Demonstrate an understanding of how and why various critical approaches lead to different but valid interpretations of the same text.

Outcome 6: Continue to develop the ability to write thoughtful, well-written college-level essays that respond to and analyze literary works.

- Competency 6.1: Formulate and develop a thesis appropriate for specific writing assignments.
- Competency 6.2: Conduct significant research relevant to specific assignments.
- Competency 6.3: Develop the ability to recognize and judge the credibility of secondary sources.
- Competency 6.4: Use material both from primary sources and secondary sources to develop and support interpretations of literary texts.
- Competency 6.5: Demonstrate the ability to formulate, support, and develop original interpretations of literary texts.
- Competency 6.6: Express ideas in writing characterized by full development, clear organization, appropriate sense of audience, correct MLA citation and documentation of sources, and adherence to rules of English syntax, grammar, and mechanics.