



COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: LIT 2011 Major English Writers II

Date: Spring 2019

Credit Hours: 3.0

Prerequisite(s): A "C" grade or better in ENG 1001 and 1002 (may be taken concurrently with ENG 1002 upon consent of the Instructor and Dean).

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

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

IAI Equivalent –**Only for Transfer Courses**-go to <http://www.itransfer.org>: H3 912

CATALOG DESCRIPTION:

A continuation of the subject material offered in LIT 2001: Major English Writers I, beginning with writers of the Romantic period and concluding with writers of the twentieth century.

GENERAL EDUCATION GOALS ADDRESSED

[See last page for Course Competency/Assessment Methods Matrix.]

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

[Choose up to three goals that will be formally assessed in this course.]

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and an appreciation for diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

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 Romantic period to the twentieth century.

Competency 1.1: Summarize major themes and concerns of British writers from the Romantic period to the twentieth 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.

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
Goal 2: To communicate successfully, both orally and in writing, to a variety of audiences.	Outcome 2: Demonstrate an understanding and appreciation of literary elements and conventions and the ways that writers convey meaning through these elements and conventions. Outcome 5: Become familiar with various critical approaches to literature and understand how various critical approaches enhance the ability to analyze and interpret literature. Outcome 6: Continue to develop the ability to write thoughtful, well-written college-level essays that respond to and analyze literary works.
Second Goal	
Goal 3: To construct a critical awareness of and an appreciation for diversity.	Outcome 1: Understand and appreciate important themes and concerns of major British writers, in a variety of genres, from the Romantic period to the twentieth century. Outcome 3: Understand how literary, social, historical, and philosophical forces influence the production and reading of literature. Outcome 4: Appreciate the significant impact that literature makes upon the literary, social, historical, and 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.

COURSE TOPICS AND CONTENT REQUIREMENTS:

1. Assigned readings of literary texts drawn from the works of representative writers and genres from the Romantic period to the twentieth century (selections at the discretion of the instructor), such as the following:
 - A. The Romantic Period (1798-1832): Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, Scott, Burns
 - B. The Victorian Age (1832-1901): Carlyle, Tennyson, E. B. Browning, R. Browning, Arnold, Morris, Dickens, Hazlitt, Rossetti
 - C. The Twentieth Century (1890 to the present): Hardy, Hopkins, Conrad, Yeats, Woolf, Joyce, Lawrence, Eliot, Beckett, Auden

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:

- Lectures and discussions
- Group work
- In-class and out-of-class writing assignments
- Research paper or papers
- Assigned readings
- Student conferences (at the instructor's discretion)
- Guest presenters
- Audio/visual presentations
- Quizzes (at the instructor's discretion)
- Exams (at the instructor's discretion)
- Electronic presentations (PowerPoint, etc.)
- CD ROM and other software

INSTRUCTIONAL MATERIALS:

Textbooks

Textbooks, or online equivalents, used in Major English Writers I are at the instructor's discretion. Instructors may use an appropriate anthology, individual texts covering the appropriate course material, or an anthology supplemented by individual texts.

An anthology such as the following, but not limited to the following, is appropriate for the course: Greenblatt, Stephen, gen. ed. *The Norton Anthology of English Literature*, 10th ed, package 2, vols. D-F, Norton, 2018.

Handbooks to aid students in the writing of essays for the course may also be assigned at the instructor's discretion.

Other

Black/Whiteboard

TV/VCR

Slide projector and slide

Videos

Overhead projector and transparencies

Photocopies of instructional materials

Computers/SMART classrooms

Internet and World Wide Web resources

Presentation Programs (i.e. PowerPoint)

CD ROM and other software

Electronic databases

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

1. Students must read assigned readings from primary and secondary sources.
2. Students must submit assigned exams, quizzes, and other assignments.
3. Students must submit a formal paper or papers of at least fifteen pages.
4. Students may give oral presentations (either individual or group).
5. Students must attend and participate in class lectures and discussions.

Evaluation

Evaluation of quizzes, exams, and other assignments is at the instructor's discretion but must reflect how effectively students demonstrate the course competencies listed above.

Formal written work is evaluated according to the English faculty policies on format, grading, and plagiarism, which are published in IVCC's student *Stylebook*.

The grading scale is at the discretion of the instructor.

OTHER REFERENCES

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- Quintana, Richardo. *The Mind and Art of Jonathan Swift*. Oxford U P, 1965.
- Ricks, Jerome. *Tennyson*. Harvard U P, 1972.
- Sanders, Andrew. *The Short Oxford History of English Literature*. Clarendon, 1994, http://elibrary.bsu.az/books_400/N_253.pdf.
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- Sherwood, Margaret Pollock. *Undercurrents of Influence in English Romantic Poetry*. Books for Libraries Press, 1968.
- Spender, Stephen. *T.S. Eliot*. Viking Press, 1976.
- Todd, Janet, ed. *British Women Writers: A Critical Reference Guide*. Ungar, 1989.

Course Competency/Assessment Methods Matrix

LIT 2011--Major English Writers II	Assessment Options																															
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment
	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D						
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.																																
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.		X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X		X							X		X	X	X
Outcome 2: Demonstrate an understanding and appreciation of literary elements and conventions and the ways that writers convey meaning through these elements and conventions.		X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X		X							X		X	X	X
Outcome 3: Understand how literary, social, historical, and philosophical forces influence the production and reading of literature.		X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X		X						X		X	X	X	X

Outcome 4: Appreciate the significant impact that literature makes upon the literary, social, historical, and philosophical development of society.			X	X	X			X	X	X	X		X	X	X	X	X	X	X	X									X		X	X	X	X
Outcome 5: Become familiar with various critical approaches to literature and understand how various critical approaches enhance the ability to analyze and interpret literature.			X	X	X			X	X	X	X	X		X	X	X	X	X	X	X									X		X	X	X	X
Outcome 6: Continue to develop the ability to write thoughtful, well-written college-level essays that respond to and analyze literary works.																																	X	X