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## COURSE OUTLINE

<b>Course Number</b> <b>ENG 227</b>	<b>Course Title</b> <b>English Literature I</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:**

Survey of representative English literature from the Middle English period through the Neoclassical period, paying particular attention to the works of Chaucer, Shakespeare, Milton, Donne, Dryden and Pope. The course includes 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 examining 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:**

Stephen Greenblatt, ed. *The Norton Anthology of English Literature, Volumes A, B, C* 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 I: Overview of Literary Studies [Supports Course SLOs # 2, 4]**

The student will be able to:

- demonstrate MLA formatting in writing assignments,
- explain academic integrity as it applies to college writing,
- distinguish between popular and scholarly sources,
- describe the basic context of studying children's literature,
- define the basic elements of literature,
- use the MCCC Library and Databases to access texts appropriate for literary studies, and
- describe the tools of literary scholarship.

### **Unit II The Middle Ages/Anglo-Saxon**

The student will be able to...

- demonstrate understanding of the heroic epic and identify its characteristics in *Beowulf*
- identify the mixture of Christian and Pre-Christian references in *Beowulf*
- Observe and point out the changing language during the Anglo-Saxon period
- Interpret and analyze the Anglo-Saxon pieces, Caedmon's Hymn and The Dream of Rood
- Analyze and interpret *The Canterbury Tales*

- Analyze “The Prologue” as a listing of that day’s society
- Research and interpret the “frame story”
- Define such terms as satire, Fabliau, carpe diem, etc.

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

The student will be able to:

- Recognize the historical significance of the Sixteenth Century
- Discuss the impact of the political and religious events upon the literature of that period
- Familiarize and connect writers such as Shakespeare, Marlowe, Spenser, Sidney, Wyatt, Surrey
- Analyze the drama, particularly Shakespeare and Marlowe
- Analyze the sonnet form and its origins

### **Unit IV: The Early Seventeenth Century** [Supports Course SLOs #1-6]

The student will be able to:

- Analyze and describe the literary characteristics of Seventeenth century metaphysical poetry
- Analyze the poetry of Ben Jonson, John Donne, George Herbert and others  
Revisit the Cavalier poets and their significance to this literary period
- Contrast the prevalent themes of the early 17th century with those of the Sixteenth century, determining when and why the emphasis changed
- Connect contemporary literature to the background of social and historical events

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

The student will be able to:

- Identify and analyze satirical literature
- Explore the legal ramifications of today in light of that kind of writing
- Analyze the writings of John Dryden, Alexander Pope, Addison, and Steele; the novel of Aphra Behn, the philosophical thought of John Locke, and the works of John Milton
- 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.

