COURSE OUTLINE

English 106 Survey of English Literature from 1780 to the Present Time

I. Catalog Statement

English 106 is a survey course covering the development of English Literature from 1780 to the present time. English 106 continues the study of the development of thought as an expression of our cultural heritage.

Total Lecture Units: 3.0 **Total Course Units: 3.0**

Total Lecture Hours: 48.0

Total Faculty Contact Hours: 48

Prerequisite: Eligibility for English 101.

II. Course Entry Expectations

Skills Level Ranges: Reading: 6; Writing: 6; Listening/Speaking: 6; Math: 1

Prior to enrolling in this course, the student should be able to:

- 1. organize and write thesis-based essays;
- 2. use detailed examples, facts, logical explanations, and other appropriate support for thesis statements;
- 3. critically analyze selected prose works dealing with important contemporary issues;
- 4. summarize, analyze, and synthesize information, express and apply standards for judgment, compare and contrast, and evaluate evidence in order to form and state reasoned opinions;
- 5. gather and organize information through library research;
- 6. demonstrate a command of grammar, diction, syntax, and mechanics sufficient for college level work: Control of standard English at the sentence level, with few major errors in grammar and punctuation.

III. Course Exit Standards

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

- 1. demonstrate knowledge of the major writers and characteristics of the Romantic, Victorian, and Twentieth Century periods of English Literature;
- 2. compare and contrast the literature of these periods;
- 3. analyze at least four major works for theme and other literary elements.

IV. Course Content

Total Faculty Contact Hours = 48 hours

A. Romantic period (1760-1832)

16 hours

- 1. The approach to Romanticism
 - a. Robert Burns
 - b. William Blake
- 2. The Romantic triumph of poetry
 - a. William Wordsworth
 - b. Samuel Taylor Coleridge
 - c. Sir Walter Scott
 - d. George Gordon, Lord Byron
 - e. Percy Bysshe Shelley
 - f. John Keats
- 3. Romantic prose: revolutionary, critical, and imaginative
 - a. William Wordsworth
 - b. Samuel Taylor Coleridge
 - c. Charles Lamb
 - d. William Hazlitt
 - e. Thomas De Quincey
- B. The Victorian period (1832-80)

16 hours

- 1. Prose critics of art and life
 - a. Thomas Babington Macaulay
 - b. John Henry Newman
 - c. Thomas Carlyle
 - d. John Ruskin
 - e. Matthew Arnold
 - f. Thomas Henry Huxley
- 2. Poets of faith and doubt
 - a. Alfred, Lord Tennyson
 - b. Robert Downing
 - c. Elizabeth Barrett Browning
 - d. Arthur Hugh Clough
 - e. Matthew Arnold
 - f. Christina Georgina Rossetti
- 3. Poets aesthetic and pagan
 - a. Edward Fitzgerald
 - b. Dante Gabriel Rossetti
 - c. William Morris
 - d. Algernon Charles Swinburne
- C. The break with Victorianism: fading traditions, new patterns (1880-1914)

8 hours

- 1. Poetry
 - a. William Ernest Henley
 - b. Gerald Manley Hopkins

- c. Oscar Wilde
- d. Rudyard Kipling
- e. A. E. Neusman
- f. Thomas Hardy
- g. John Masefield
- 2. Prose
 - a. Robert Louis Stevenson
 - b. Joseph Conrad
- 3. Drama
 - a. Oscar Wilde
 - b. John Millington Synge
 - c. George Bernard Shaw
- D. The struggle on Darkling Plain (1914-70)

8 hours

- 1. Poetry
 - a. William Butler Yeats
 - b. Wilfred Owen
 - c. T. S. Eliot
 - d. W. H. Auden
 - e. Stephen Spender
 - f. Dylan Thomas
- 2. Prose and the short story
 - a. E. M. Forster
 - b. James Joyce
 - c. D. H. Lawrence
 - d. Katherine Mansfield

V. Methods of Instruction

The following methods of instruction may be used in the course:

- 1. lectures, directed class discussions, small-group discussions, peer group writing workshops, individual conferences, small-group conferences, and student presentations;
- 2. films, audio-visuals, slides, and hand-out materials may be used to supplement lectures, discussion, and readings;
- 3. debate, role-playing activities, group projects, or other active learning;
- 4. guest speakers from related disciplines may be invited to present special topical material;
- 5. student ownership and presentation of assigned course material.

VI. Out of Class Assignments

The following out of class assignments may be used in the course:

- 1. essays of analysis, evaluation, argumentation;
- 2. documented research paper that includes close reading of primary and secondary sources and that incorporates the principles of logic, analysis, and argument taught in the course;

- 3. reading journal;
- 4. preparation for oral presentations and group projects;
- 5. annotated bibliography.

VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

- 1. essay exams or other writing assignments;
- 2. midterm or final examinations;
- 3. peer review or instructor critique of essay drafts;
- 4. reading journal;
- 5. oral presentations or debates;
- 6. participation in class discussion, group work, group projects, partner exercises, or other collaborative exercises.

VIII. Textbooks

The Norton Anthology of English Literature (Ninth Edition) (Vol. Package 2: D, E, F) New York: W. W. Norton & Company, 2012.

14th Grade Textbook Reading Level. ISBN: # 9780393913019.

Greenblatt. *The Norton Anthology of English Literature (Vol. Package 1: A, B, C)*. New York: W. W. Norton & Company, 2012.

14th Grade Textbook Reading Level. ISBN: # 978-0393913002.

Damrosch. *Longman Anthology of British Literature* (Volumes 1A, 1B, 1C). New York: Longman, 2009.

14th Grade Textbook Reading Level. ISBN: # ISBN-13: 978-0205693337

Kermode and Hollander. *The Oxford Anthology of British Literature* (Volume I). New York: Oxford University Press.

14th Grade Textbook Reading Level. ISBN #: 978-0195016574

Gardner. Writing About Literature: A Portable Guide. Boston: Bedford/St. Martins, 2012.

14th Grade Textbook Reading Level. ISBN #: 978-1457606496

Harmon, Holman. *A Handbook to Literature*. Upper Saddle River, NJ: Prentice Hall. 14th Grade Textbook Reading Level. ISBN #: 978-0205024018

IX. Student Learning Outcomes

Upon successful completion, the student will be able to:

- 1. demonstrate familiarity with important authors, works, genres, and themes of the period;
- 2. analyze and interpret themes found in the literature and intellectual movements of the period;
- 3. demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis;
- 4. relate the literary works to their historical, philosophical, social, political, and/or aesthetic contexts;
- 5. demonstrate comprehension of the above through class discussion, written exams, and essays using appropriate citation form.