

ENGL105 : Survey Of English Literature From Anglo-Saxon Period To 1780

General Information

Author:	<ul style="list-style-type: none">Joanna Parypinski
Course Code (CB01) :	ENGL105
Course Title (CB02) :	Survey Of English Literature From Anglo-Saxon Period To 1780
Department:	ENGL
Proposal Start:	Spring 2025
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000139269
Curriculum Committee Approval Date:	05/22/2024
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	05/22/2024
Course Description and Course Note:	ENGL 105 is a survey course covering the development of English Literature from the Anglo-Saxon period to 1780, emphasizing the evolution of cultural, religious, and political ideas which frame that literature, including issues of freedom, equity, and social class, slavery and colonialism, and attitudes regarding gender and sexuality, as well as race and ethnicity.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none">Credit
Mode of Delivery:	
Author:	
Course Family:	

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none">English
Alternate Discipline:	No value
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

IGETC Area	Area	Status	Approval Date	Comparable Course
3B-Humanities	Humanities Courses	Approved	09/09/1991	No Comparable Course defined.

CSU GE-Breadth Area	Area	Status	Approval Date	Comparable Course
C2-Humanities	Humanities: (Literature, Philosophy, Languages Other than English)	Approved	No value	No Comparable Course defined.

C-ID	Area	Status	Approval Date	Comparable Course
ENGL	English	Approved	02/16/2010	ENGL 160 - Survey of British Literature 1

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

 Cooperative Work Experience Education Status (CB10)**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories**Advisory**

ESL151 - Reading And Composition V

Objectives

- Read and critically analyze various academic readings.
- Employ basic library research techniques.
- Compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

OR**Advisory**

ENGL101 - Introduction to College Reading and Composition

Objectives

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Entry Standards

Entry Standards

Course Limitations

Cross Listed or Equivalent Course

Specifications

Methods of Instruction

Methods of Instruction Lecture

Methods of Instruction Discussion

Methods of Instruction Multimedia

Methods of Instruction Tutorial

Methods of Instruction Collaborative Learning

Methods of Instruction Guest Speakers

Out of Class Assignments

- Essays of analysis, evaluation, argumentation
- Documented research paper that includes close reading of primary and secondary sources and that incorporates the principles of logic, analysis, and argument modeled in the course
- Reading journal
- Preparation for oral presentations and group projects
- Annotated bibliography
- Re-creative writing: Multimodal and creative projects (e.g., transform a ballad into a different literary form, or reframe the General Prologue of *The Canterbury Tales* in the current year and in Glendale).

Methods of Evaluation**Rationale**

Activity (answering journal prompt, group activity)

Participation in class discussion, group work, group projects, partner exercises, or other collaborative exercises

In-Class Writing Assignment

Essay exams or other writing assignments

Exam/Quiz/Test

Midterm or final examinations

In-Class Writing Assignment

Peer review or instructor critique of essay drafts

In-Class Activity (answering journal prompt, group activity)

Reading journal

Presentation (group or individual)

Oral presentations or debates

Textbook Rationale

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Grennblatt	The Norton Anthology of English Literature (Vol. Package 1: A, B, C)	W. W. Norton	2018	978-0-393-60312-5
Gardner	Writing about Literature: A Portable Guide	Bedford/St. Martins	2021	9781319215057

Other Instructional Materials (i.e. OER, handouts)

No Value

Materials Fee

No value

Learning Outcomes and Objectives**Course Objectives**

Identify the major characteristics of the Medieval, Renaissance, and Neoclassical periods of English Literature.

Compare and contrast the literature of these periods.

Analyze at least four major works for theme and other literary elements.

SLOs

Recognize major authors, works, genres, and themes of the period.

Expected Outcome Performance: 70.0

<i>MCOMM</i> Mass Communications Certificate	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
	Research and explain the historical influences of dominant communication technologies on society, culture, and human behavior.
<i>MCOMM</i> Mass Communications AS	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
	Research and explain the historical influences of dominant communication technologies on society, culture, and human behavior.
<i>ENGL</i> English - AA-T	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ENGL</i> English - A.A. Degree Major	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ILOs</i> Core ILOs	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
<i>ENGL</i> English: Creative Writing A.A. Degree Major	analyze and critically read a variety of texts and various forms of media from contemporary literature and the literary canon
<i>ILOs</i> General Education	describe the history of a field of study

Analyze and interpret the literature and intellectual movements of the period.

Expected Outcome Performance: 70.0

<i>MCOMM</i> Mass Communications Certificate	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
	Research and explain the historical influences of dominant communication technologies on society, culture, and human behavior.
<i>MCOMM</i> Mass Communications AS	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
	Research and explain the historical influences of dominant communication technologies on society, culture, and human behavior.
<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
<i>ENGL</i> English - AA-T	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ENGL</i> English - A.A. Degree Major	Apply literary and rhetorical concepts in order to critically read, write, think, and research

<i>ENGL</i> English: Creative Writing A.A. Degree Major	analyze and critically read a variety of texts and various forms of media from contemporary literature and the literary canon	
	develop analytical and creative writing that demonstrates an understanding of literary concepts, genre, and ethical use of sources	
<i>ILOs</i> General Education	analyze and synthesize diverse works of writing, art, music, and other cultural forms	
	describe the history of a field of study	
Utilize appropriate academic discourse and the conventions of critical literary analysis.		Expected Outcome Performance: 70.0
<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.	
<i>ENGL</i> English - AA-T	Apply literary and rhetorical concepts in order to critically read, write, think, and research	
<i>ENGL</i> English - A.A. Degree Major	Apply literary and rhetorical concepts in order to critically read, write, think, and research	
<i>ILOs</i> General Education	analyze and synthesize diverse works of writing, art, music, and other cultural forms	
<i>ENGL</i> English: Creative Writing A.A. Degree Major	develop analytical and creative writing that demonstrates an understanding of literary concepts, genre, and ethical use of sources	
	produce work that is organized and written in a style suited for its purpose and audience	
Relate the literary works to their historical, philosophical, social, political, and aesthetic contexts.		Expected Outcome Performance: 70.0
<i>MCOMM</i> Mass Communications Certificate	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions	
	Research and explain the historical influences of dominant communication technologies on society, culture, and human behavior.	
<i>MCOMM</i> Mass Communications AS	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions	
	Research and explain the historical influences of dominant communication technologies on society, culture, and human behavior.	
<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.	
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.	
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	develop analytical and creative writing that demonstrates an understanding of literary concepts, genre, and ethical use of sources	
<i>ILOs</i> General Education	analyze and synthesize diverse works of writing, art, music, and other cultural forms	
	describe the history of a field of study	

Course Content

Lecture Content

Anglo-Saxon Period (449-1066) (4 hours)

- Literature of the warrior
 - Beowulf
 - The Wanderer
 - From the Seafarer
 - Riddles
 - The Wife's Lament
- Literature of the Priest
 - Bede
 - Aelfric

Medieval Period (1066-1485) (10 hours)

- Anglo-Norman Influence and Romance
 - Eleanor of Aquitaine
 - Marie de France
 - Wace
 - Layamon
- Literature of the medieval knight: "Sir Gawain and the Green Knight."
- Literature of the common people: Popular Ballads
- The Church, the people, and the medieval drama
 - The Second Shepherds' Play
 - Everyman
- Medieval lyrics
- Four great writers of medieval England
 - The Pearl poet
 - Author of Piers Plowman
 - Geoffrey Chaucer
 - Sir Thomas Malory

The English Renaissance (1485-1625) (12 hours)

- Early Tudor Literature
- Sir Thomas Moore
- Wyatt and Surrey
- Elizabethan prose
- Roger Ascham
- Sir Phillip Sidney
- Ben Jonson
- Sir Walter Raleigh
- John Lyly
- Thomas Lodge
- Thomas Nash
- Robert Greene
- Edmund Spenser
- William Shakespeare
- Sonnets
- Two Plays
- Elizabethan Drama
- Ben Jonson
- Christopher Marlowe
- The English Bible
- Sir Francis Bacon

Puritan Interlude (1625-60) (14 hours)

- John Donne
- Stuart and Commonwealth verse
- The Cavalier Poets
 - Thomas Carew
 - Sir John Suckling
 - Richard Lovelace
- The Metaphysical poets
 - George Herbert
 - Richard Crashaw
 - Henry Vaughan
 - Thomas Traherne
- Edmund Waller
- Robert Herrick
- Abraham Cowley

- Andrew Marvell
- Stuart and Commonwealth Prose
- Sir Thomas Browne
- Thomas Fuller
- Isaak Walton
- Two Great Puritans
 - John Milton
 - John Bunyan

The Neo-Classical Age (1660-1784) (14 hours)

- The Restoration and beginning of Neo-Classicism
 - Aphra Behn
 - Samuel Butler
 - Samuel Pepys
 - John Dryden
 - Mary Astell
 - Anne Finch
 - Lady Mary Wortley Montegu
- The triumph of Neo-Classicism
 - William Congreve
 - Joseph Addison and Richard Steele
 - Jonathan Swift
 - Alexander Pope Philip Stanhope, Lord Chesterfield
- The decline of Neo-Classicism
 - Oliver Goldsmith
 - Samuel Johnson
 - Edmund Burke
 - James Boswell
 - Richard Brinsley Sheridan
 - Thomas Gray

Total hours: 54

Additional Information

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

Yes

GCC Major Requirements

No Value

GCC General Education Graduation Requirements

Arts, Foreign Language, Literature, and Philosophy

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value