

I. COURSE DESCRIPTION:

A. Department Information:

Division: Humanities
Department: English
Course ID: ENGL 070
Course Title: English Literature to the 18th Century
Units: 3
Lecture: 3 Hours
Prerequisite: ENGL 914 or eligibility for ENGL 015 as determined by SBVC assessment process.

B. Catalog Description:

Analysis of masterpieces of every literary type significant in the development of English literature from the Middle Ages to the early 18th Century, supplemented by a study of the historical and social background of the literature and lives of representative and important writers. This non-transfer course is taught simultaneously with ENGL 270, a transfer-level course. Assignments differ for the two courses although students participate in the same lectures.

Schedule Description:

Analysis of masterpieces of every literary type significant in the development of English literature from the Middle Ages to the early 18th Century, supplemented by a study of the historical and social background of the literature and lives of representative and important writers.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon successful completion of the course, the student should be able to:

- A. Read, discuss, and respond to a range of literature from the beginning of English literature through the early 18th Century;
- B. Identify and discuss significant passages of English literature to the early 18th Century;
- C. Compare and contrast English literature of various time periods up to the 18th Century in light of historical and social forces;
- D. Analyze and discuss the characteristics of some works which have been designated "masterpieces";
- E. Discuss pieces of English literature within their historical and social contexts and their contribution to the development of English literature.

IV. CONTENT:

A. Medieval Literature: Old English

1. The infinitely varied origins of English
2. The influence of the church on literacy and literature
3. Representative masterpieces such as "Beowulf"

B. Medieval Literature: Middle English

1. The significance of the Battle of Hastings for English literature
2. Representative masterpieces such as "Canterbury Tales"
3. The role of women: Julian of Norwich, Margery Kempe

C. The Sixteenth Century

1. Representative poets such as Spenser, Wyatt
2. Shakespeare: at least one play, such as "King Lear," and a sampling of sonnets
3. Elizabethan England and the influence of the Renaissance

D. 17th Century

1. Historical struggles over the monarchy

2. Representative poets such as Donne, Milton
 3. Representative philosophers such as Bacon, Locke
- E. The Restoration and the Eighteenth Century
1. Historical, social setting
 2. Representative writers such as Swift and Pope

V. METHODS OF INSTRUCTION

- A. Readings, including poetry, prose, and drama
- B. Lecture (e.g. historical, political, sociological forces surrounding the Elizabethan era)
- C. Discussion (e.g. analyzing the differences in religious literature of the Medieval period and the Elizabethan era and how writers reflect historical considerations of their times)
- D. Small group discussion (e.g. assigning each group of students a different Shakespearean sonnet to discuss and present to the class, noting how analysis helps one understand why the poems have survived)
- E. Peer response groups for journals so that students will have the opportunity to compare their analyses of literary works and offer feedback to one another.
- F. Audio-visual: movie versions, readings of literary works (this will enable students to compare various interpretations of important works such as "King Lear" and analyze the appeal of different versions in terms of historical context. Using Kurosawa's "Ran" after a viewing of Lawrence Olivier's 1985 "King Lear" helps students to see Shakespearean themes in a different historical, political, cultural setting. Seeing how the story can resonate in a different culture helps students understand one way in which works can be assessed as "masterpieces").

VI. TYPICAL ASSIGNMENTS:

- A. Select one of the assigned pieces of Medieval Literature. Using your notes from class and reading journals, explore the significance of that work in an extended journal entry Why do you think that work has survived? Why has it been selected for an anthology? What important human issues does it address? How does it reflect its time and culture? What is its role in the development of English literature? Present your ideas to the class.
- B. In an extended journal response, compare and contrast two pieces of literature with religious themes from two different historical periods (e.g. a vision by Julian of Norwich and one of the Holy sonnets by John Donne). Tell the class how each piece reflects its historical and social context and how they differ.

VII. EVALUATION(S):

- A. Methods of Evaluation
 1. Weekly Assignments: Typical weekly assignments: Write a personal response to each assigned piece in your reading journal
 2. Class Participation in discussion and peer response groups to strengthen students' engagement in and ability to do analysis.
 3. Class presentations (see VI . Typical Assignments for examples)
 4. Examinations: Short Answer and response Format
 - a) Short Answer: For identifying and discussing the significance of important, representative quotations.
 - b) Responses: These may ask students to compare and contrast the literature of different eras in terms of form and content. An effective and freeing way of having them accomplish this is by having them write a response in which they give a dinner party and select one writer from each era and describe a discussion those writers might have on a subject such as love, education, women's rights, etc.
- B. Frequency of Evaluation:
 1. Weekly Assignments, Reading Journals
 2. Three extended journal responses (about one every five weeks)
 3. One midterm examination
 4. One final examination

San Bernardino Valley College
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VIII. TYPICAL TEXT(S):

The Norton Anthology of English Literature, Sixth edition, Vol. I Eds. M. H. Abrams et al. New York: W. W. Norton, 2003.

The Longman Anthology of British Literature, Vol. A. Eds. David Damrosch, et al. Addison-Wesley Pub., Co., 1999.

The Concise Oxford Companion to English Literature. Eds. Margaret Drabble, et al. Oxford Press, 1996.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None