

I. CATALOG DESCRIPTION

- A. Department Information:
Division: Humanities
Department: English
Course ID: ENGL 271
Course Title: English Literature from the 18th Century to the present
Units: 3
Lecture: 3 Hours
Prerequisite: ENGL 101
- B. Catalog and Schedule Description:
Analysis of masterpieces of every literary type significant in the development of English literature from the 18th Century to the present day, 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 completion of the course the student should be able to:

- A. Read, discuss, and respond to a range of literature from the Romantic Era in English literature through the present;
- B. Identify and discuss significant passages of English literature;
- B. Compare and contrast English literature of various time periods in light of historical and social forces;
- D. Research criticism of a piece of English literature;
- E. Analyze and discuss the significance of the processes by which some works are designated "masterpieces";
- F. Write essays with sources and essay exams that reflect the ability to consider pieces of English literature within their historical and social contexts and their contribution to the development of English literature.

IV. COURSE CONTENT:

- A. The Romantic Age
 - 1. Historical, social reactions against the preceding Neoclassical Period; views of nature and humankind
 - 2. Representative poets such as Blake, Wordsworth, Shelley, Coleridge, Wollstonecraft
- B. The Victorians
 - 1. The Industrial Revolution and the Victorian response; historical and social issues Including education and the role of women
 - 2. A representative novelist such as Dickens, the Brontes, Eliot
 - 3. Representative poets such as the Brownings, Tennyson
- C. The Nineties
 - 1. Fin de Siecle Esprit
 - a) Decadence
 - b) Realism
 - c) Emancipation from traditional social and moral order
 - 2. Representative writers such as Wilde (a play such as "The Importance of Being Earnest" works well in reflecting the concerns of Wilde's society); Hopkins (whose poetry is representative in its idiosyncrasy)
- D. The Twentieth Century
 - 1. Historical and Social considerations: the changing British Empire and two World Wars
 - 2. Representative novelists such as Hardy, Conrad, Joyce, Lawrence, Woolf, O'Brien, Gordimer, Ondaatje

3. Representative poets such as Auden, MacNiece, Housman, Yeats, T. S. Eliot, Larkin, Heaney, Ondaatje
 4. Representative playwrights such as Stoppard and Pinter
- E. Current Trends
1. Sociopolitical Considerations
 2. Contemporary Writers

V. METHODS OF INSTRUCTION:

- A. Typical kinds of reading and writing tasks assigned
1. Reading: Students will read poetry, prose, and drama from various time periods in English Literature from the Romantic Era to the present; to a lesser extent, they will also read relevant historical background information and criticism.
 2. Writing: For both exams and assignments, students will write primarily essays, often with reference to outside sources. Exams might also include some short answers for purposes of identifying quotations and briefly discussing their significance. To encourage close reading and personal engagement with the literary works, the teacher might also assign reading journals.
- B. Pedagogical Techniques
1. Lecture and discussion - e.g. Provide the cultural and social backdrop for the Romantic period and lead discussion on how romanticism was reflected in areas other than literature.
 2. Small group discussion in which students will apply concepts taught in lecture to particular works.
 3. Peer response groups in which students will compare essays they've written on a particular assignment and give and receive advice on revision.
 4. Audio-visual: Films and readings of literary works will be used to offer plays and poetry in a format more in keeping with the way they were intended to be seen and heard.

VI. TYPICAL ASSIGNMENTS:

- A. Select one of the assigned pieces from the Romantic Era for which you can find at least two library sources (your text will count as a third source). Write an essay in which, using your sources, notes from class, and reading journals, you explore the significance of that work. 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?
- B. Write an essay in which you compare and contrast the book Wuthering Heights with the movie. Using a point-by-point structure, explore the similarities and differences in the elements of fiction such as plot (for example, consider the ending of each), characters, and point of view. As you discuss each of these elements, think of the difference in not only medium but audience for each work. How might changes made in the movie version reflect differences between 20th and 19th century audience? In your conclusion, discuss which version you prefer and why.

VII. EVALUATION(S):

- A. Weekly Assignments: Typical Weekly Assignments: Write a personal response to each assigned piece in your reading journal
- B. Class Participation in discussion and peer response groups
- C. Three Out-of-Class Essays: See "VI. Typical Assignments" above for examples
- D. Term Paper: Select one of the works that we have discussed during the semester for which you can find two critical sources and two sources relating to the social/historical context of the piece. Write a term paper in which you analyze the way in which the theme of the piece reflects its society and discuss the critical reaction to the piece.
- E. Examinations: Short Answer and essay format

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1. Short Answer: For identifying and discussing the significance of important, representative quotations
 2. Essay Questions: 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 an essay in which they give a dinner party and select one writer from each era and describe a discussion those writers might have on such as love, education, women's rights, etc.
- F. Frequency of Evaluation:
1. Weekly Assignments
 2. Three out-of-class essays (about one every five weeks)
 3. One midterm examination
 4. One final examination
 5. One Term Paper

VIII. TYPICAL TEXT(S):

M. H. Abrams, The Norton Anthology of English Literature, Sixth edition, Vol. 2 eds., 1996.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None