

**Course Outline**

**COURSE:** ENGL 4B                      **DIVISION:** 10                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2018    **CURRICULUM APPROVAL DATE:** 04/10/2017

**SHORT TITLE:** BRITISH LITERATURE

**LONG TITLE:** British Literature - 1798 to Present

| <u>Units</u> | <u>Number of Weeks</u> | <u>Type</u> | <u>Contact Hours/Week</u> | <u>Total Contact Hours</u> |
|--------------|------------------------|-------------|---------------------------|----------------------------|
| 3            | 18                     | Lecture:    | 3                         | 54                         |
|              |                        | Lab:        | 0                         | 0                          |
|              |                        | Other:      | 0                         | 0                          |
|              |                        | Total:      | 3                         | 54                         |

**COURSE DESCRIPTION:**

This course is a study of the masters of British Literature from 1798 to present, as well as an exploration of major literary trends during the Romantic, Victorian, Modern, and Contemporary Literary Eras. Note: this course need not be taken in sequence. (C-ID: ENGL 165) PREREQUISITE: Eligible for English 1A, Composition.

**PREREQUISITES:**

Eligible for English 1A

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

**GRADING MODES**

L - Standard Letter Grade

**REPEATABILITY:** N - Course may not be repeated

**SCHEDULE TYPES:**

02 - Lecture and/or discussion

05 - Hybrid

72 - Dist. Ed Internet Delayed

**STUDENT LEARNING OUTCOMES:**

1. Interpret and identify literary passages from the works of major movements in British Literature.

Measure of assessment: Quizzes, essays, activities, journals, class discussions, and responses to out-of-class prompts

Year assessed, or planned year of assessment: 2013

2. Explain the social and historical influences of British Literature from 1798 to present, including the influences of colonialism, post-colonialism, and modernism.

Measure of assessment: Quizzes, essays, journals, activities, responses to out-of-class prompts

Year assessed, or planned year of assessment: 2013

3. Examine literary techniques that are employed in the works of British Literature.

Measure of assessment: Quizzes, essays, journals, activities, responses to out-of-class prompts

Year assessed, or planned year of assessment: 2013

4. Synthesize and compare texts within a critical framework.

Measure of assessment: Quizzes, essays, journals, activities, responses to out-of-class prompts

Year assessed, or planned year of assessment: 2013

5. Research British Literature within a critical framework, which includes post colonialism, multi-culturalism, and other approaches.

Measure of assessment: Research paper, project, or presentation

Year assessed, or planned year of assessment: 2013

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 04/10/2017

16.0 Hours

Content: Introduction to literature of the Romantic Age. This may include such writers as William Blake, William Wordsworth, Samuel Taylor Coleridge, Lord Byron, Percy Bysshe Shelley, John Keats, etc.

Homework: Essays or presentations, which may be in modes such as reader-response, analytical, compare and contrast, literary explications, etc. Students may also take quizzes or demonstrate knowledge of literature through a performance-based project, such as a student-led seminar, group presentation, recitation, etc.

Student Performance Objectives:

To examine the concepts of the Romantic Period and literary techniques used by writers of that period. To demonstrate familiarity with important authors, works, genres, and themes of the period. To analyze and interpret themes found in the literature and intellectual movements of the period.

12.8 Hours

Content: Introduction to the literary works of the Victorian Period. Writers may include Alfred Lord Tennyson, Robert Browning, Arthur Hugh Clough, Matthew Arnold, Christina

Rossetti, Gerard Manley Hopkins, Charlotte Bronte, etc.

Homework: Essays or presentations, which may be in modes such as reader-response, analytical, compare and contrast, literary explications, etc. Students may also take quizzes or demonstrate knowledge of literature through a performance-based project, such as a student-led seminar, group presentation, recitation, etc.

Student Performance Objectives:

To examine the concepts of the Victorian Age and literary techniques used by writers of that period. As well, to examine works from different eras and to synthesize ideas related to the concepts and literary techniques within the work. To demonstrate familiarity with important authors, works, genres, and themes of the period. To analyze and interpret themes found in the literature and intellectual movements of the period.

11.2 Hours

Content: Introduction to the Modernist Period. Writers may include William Butler

Yeats, James Joyce, Virginia Woolf, D. H. Lawrence, T.S. Eliot, E.M. Forster, etc.

The Modernist period is reflective of shifts in traditions and in national identity following World War I. Multi-cultural themes often surface in Modernist writing since such literature looks at identity linked to gender, race, class, and colonization.

Homework: Essays or presentations, which may be in modes such as reader-response, analytical, compare and contrast, literary explications, etc. Students may also take quizzes or demonstrate knowledge of

literature through a performance-based project, such as a student-led seminar, group presentation, recitation, etc.

**Student Performance Objectives:** To examine the concepts of Modernist Twentieth Century British Writers and literary techniques employed by the writers, as well as to demonstrate mastery over language and content of British literary works. To demonstrate familiarity with important authors, works, genres, and themes of the period. To analyze and interpret themes found in the literature and intellectual movements of the period.

11.2 Hours

**Content:** Introduction to British post-colonial and contemporary writing. Writers may include Rudyard Kipling, Jean Rhys, Louise Bennett, V.S. Naipaul, Salman Rushdie, Kazuo Ishiguro, Hanif Kureishi, Zadie Smith, etc. Multi-cultural themes are expressed through post-colonialism.

Post-colonial literature is in response to colonialism and may include social, political, and multi-cultural themes, such as marginalization, alienation, empowerment, assimilation, and cultural pride. Such writing often explores what happens when language, traditions, and/or values have been appropriated or repressed by another culture. Themes of cultural empowerment, pride, and dislocation may be reflected within experimental approaches and aesthetic stances in relation to language and structure.

**Homework:** Essays or presentations, which may be in modes such as reader-response, analytical, compare and contrast, literary explication, etc. Students may also take quizzes or demonstrate knowledge of literature through a performance-based project, such as a student-led seminar, group presentation, recitation, etc.

**Student Performance Objectives:** To examine the concepts of post-colonial and contemporary literature and literary techniques employed by the writers, as well as to demonstrate mastery over language and content of British literary works. To demonstrate familiarity with important authors, works, genres, and themes of the period. To analyze and interpret themes found in the literature and intellectual movements of the period.

#### **OUT OF CLASS ASSIGNMENTS:**

Assignment Description: Essays, poetry explications, reader-response journals, take-home quizzes, etc.

#### **METHODS OF INSTRUCTION:**

Objective examinations, substantial writing assignments, performance exams, and class participation.

#### **METHODS OF EVALUATION:**

Writing assignments

Percent of total grade: 40.00 %

40% - 70% Written homework; Essay exams; Term or other papers

Skill demonstrations

Percent of total grade: 10.00 %

10% - 50% Class performance; Performance exams

Objective examinations

Percent of total grade: 10.00 %

10% - 50% Multiple choice; True/false; Matching items

#### **REPRESENTATIVE TEXTBOOKS:**

Required Representative Textbooks

Stephen Greenblatt et al.. Norton Anthology (Volumes D, E, F). New York: W.W. Norton and Company,,2012.

ISBN: ISBN: 978-0393913019

Reading Level of Text, Grade: Reading level of text, Grade: College-level

Recommended Other Texts and Materials

Charlotte Bronte, Jane Eyre

Virginia Woolf, To the Lighthouse

James Joyce, Dubliners

Kazuo Ishiguro, Remains of the Day

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

GAV C2, effective 201470

GAV F, effective 201470

CSU GE:

CSU C2, effective 201470

IGETC:

IGETC 3B, effective 201470

CSU TRANSFER:

Transferable CSU, effective 201470

UC TRANSFER:

Transferable UC, effective 201470

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN: ENGL10

CAN Sequence: ENGL SEQ B

CSU Crosswalk Course Department: ENGL

CSU Crosswalk Course Number: 4B

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000273850

Sports/Physical Education Course: N

Taxonomy of Program: 150100