Credit Hours: 3

Catalog Course Description: A study of the development of British Literature from three periods: Anglo-Saxon and Middle Ages, Renaissance and Restoration and 18th century.

How Program Site will be incorporated into the course: The cities included in the program offer a variety of learning opportunities for students. The medieval city of York offers historical and cultural support for the earliest literature: the Jorvik Viking Center, York Minster, and York Castle Museum, for example. In addition, York’s history provides context for later periods of literature through the preservation of period sites, such as the 650+ years-old Merchant Adventurer’s Hall. The resort city of Brighton houses the sumptuous palace build by the Prince Regent (later George IV) and remains a major cultural center to this day. As the center of English society for centuries, London has been home to numerous writers and literary movements. The proliferation of theatres during the reign of Elizabeth I and James I continues its tradition in the rebuilt Globe Theatre. Students’ opportunity to attend a performance underscores the importance of the genre to our culture. A day trip to Stratford also offers perspectives on William Shakespeare’s background; students in past years were so moved that they wept! The Royal Shakespeare Company sometimes offers impromptu performances of famous scenes. Also in London, the British Museum offers many opportunities to enhance the study of literature by providing insight into the culture that produced the works. For example, the Sutton Hoo collection inspires students' imagination as they study Beowulf; the helmet, swords, shield, drinking horns, and intricate metalwork shed light on a culture that is often out of reach to 21st century students. Of course, Chaucer’s pilgrims began their journey to Canterbury in Southwark, on the south bank not far from the Globe. The Canterbury Cathedral is a memorable site on its own; its history as the seat of Christianity in England as well as the famous murder of Thomas Beckett, has informed the culture since its founding. Canterbury has been a favorite of students for the past three years.

Prerequisites: ENGL 1020

Textbook(s) and Other Course Materials: Readings for this course are widely available in electronic formats online and in eBooks; for students who prefer print, the Norton Anthology of English Literature, any recent edition is a good choice.


I. Week/Unit/Topic Basis:

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<tr>
<th>WEEK / UNIT #</th>
<th>TOPIC</th>
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<tr>
<td>1</td>
<td>History of English: Anglo-Saxon through Middle English, Beowulf, other Anglo-Saxon Poetry; Chaucer, Sir Gawain and the Green Knight</td>
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<td>2</td>
<td>Medieval and Renaissance Drama</td>
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<td>3</td>
<td>Renaissance Lyric Poetry, 17th Century Poetry: Milton, Restoration and 18th Century Poetry and Drama; Final Exam</td>
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II. Course Goals:
The course will:

A. Guide students to an understanding of the major themes and concerns of English literature as they relate to English history through the eighteenth century.

B. Develop students’ understanding of English literature as a form of creative expression responding to both cultural and universal human concerns.

C. Expand students’ knowledge of the techniques of imaginative literature and of the critical approaches that clarify its nature and meaning.

III. Expected Student Learning Outcomes*

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

A. Describe the development of the English language (beginnings in the Anglo-Saxon period, growth in the medieval period, and the beginnings of modern prose in the seventeenth and eighteenth centuries.)  A, B, C

B. Identify and explain major themes and concerns of literature in the Anglo-Saxon period (influence of Christianity, influence of the Anglo-Saxon worldview, the Anglo-Saxon epic).  A, B, C

C. Identify and explain major themes and concerns of literature in England's medieval period (use of English in literature, Chaucer and his influence on the development of poetry, iambic pentameter, chivalric romance, folk traditions, origins of English drama).  A, B, C

D. Identify and explain major themes and concerns of literature in the Renaissance and Civil War periods (lyric poetry, development of the sonnet in English, non-dramatic poetry, Shakespeare and his influence on subsequent drama, tragedy, pastoral themes, use of blank verse, King James’ translation of the Bible, Cavalier and metaphysical poetry, Milton).  A, B, C

E. Identify and explain major themes and concerns of literature of the Restoration and Eighteenth Century (comedy of manners, satire, heroic couplets, reason vs. passion, themes of improvement/progress, use of prose, Age of Reason).  A, B, C

F. Explain how political events and institutions relate to works of English literature through the eighteenth century.  A, B

G. Demonstrate an understanding of the relationship between life and literature by relating biographical information about English authors to works by these authors.  A, B, C

H. Describe the relation of the works to each other and their influence on subsequent literature by tracing English thought and concerns chronologically through the eighteenth century.  A, B, C

I. Interpret literature through class discussion and creative projects.  C

J. Organize and write responses and analytical papers on appropriate topics related to the works studied.  C

*Letters after performance expectations reference the course goals listed above.

IV. Evaluation:

A. Testing Procedures: Course grades will be awarded based upon the following:

   Unit tests (3)  60%
   Essays (2)       20%
Group project 10%
Travel journal 10%

B. Laboratory Expectations: NA
C. Research Paper: NA
D. Other Evaluation Methods: NA

E. Grading Scale: Please note that some TnCIS member institutions do not accept + and – grades; therefore all TnCIS grading scales must consist of only A, B, C, D, F letter grades.
   A = 92 - 100
   B = 84 - 91
   C = 76 - 83
   D = 70 - 75
   F = Below 70

V. Policies:
   A. Attendance Policy:
      Attendance is of utmost importance in study abroad courses. There are no unexcused absences permitted. Unexcused absences are grounds for removal from the program. Being on time to class as well as to excursions is also very important. Frequent tardiness will be considered an absence and appropriate action will be taken. Absences due to illness must be reported immediately to the program director.

   B. Academic Dishonesty:
      Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:
      • Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
      • Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
      • Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work.
      • Taking an exam for another student.
      • Providing others with information and/or answers regarding exams, quizzes, homework or other assignments unless explicitly authorized by the instructor.

      In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign either (1) an F or zero for the assignment or (2) an F for the course.

VI. Instructional Hours:
   Instructional time spent in a formal classroom setting and during excursions will total a minimum of 37.5 hours for this course.