

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

BRITISH LITERATURE I
ENGL 2210 (formerly ENG 2010)

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

**Date Revised: Spring
00**

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.

Entry Level Standards:

Students must be able to plan and write analytical essays, to conduct research, and to write analytically about literature. Students must demonstrate proficiency in standard English grammar, spelling, and mechanics and in source documentation. In addition, students should be familiar with basic literary terminology and genres.

Prerequisite:

ENGL 1020

Textbook(s) and Other Reference Materials Basic to the Course:

Abrams, M.H. et al. *The Norton Anthology of English Literature*. 6th ed. Vol. 1. New York: Norton, 1993.

I. Week/Unit/Topic Basis:

Week	Topic
1	History of English: Anglo-Saxon, Old English
2	<i>Beowulf</i> , Other Anglo-Saxon Poetry
3	History of English: Middle English Chaucer
4	Chaucer
5	Other Medieval Poetry: Sir Gawain and the Green Knight, Piers Plowman, or Pearl
6	Other Medieval Poetry
7	Medieval Drama
8	Renaissance Lyric and Sonnet
9	Renaissance Drama: Shakespeare

10	Shakespeare
11	17th Century Poetry
12	Milton
13	Milton
14	Restoration and Eighteenth Century: Pope, Dryden, Congreve, Swift, or Johnson, etc.
15	Restoration and Eighteenth Century
16	Final Exam Period

II. Course Objectives*:

- A. Identify and understand major themes and concerns of English literature as they relate to English history through the eighteenth century. IV.2, IV.3
- B. Identify and relate the varied cultural assumptions and values of England's heritage as they influence English literature and language. IV.1, IV.2, IV.3
- C. Associate biographical information about English authors with their works. I.5
- D. Demonstrate a comprehensive grasp of the relationships (chronological and conceptual) of individual works to others works and schools of thought. III.2, I.5
- E. Write effective responses to varied assignments (e.g. research, essays, creative prompts, journals, short answers, and objective items) to demonstrate an understanding, critical analysis, and appreciation of the works studied. I.3, III.2

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Work in teams to discuss and analyze literature. *Communications Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Transitional Strategy, Active Learning Strategy*
2. Read assigned works of literature and participate in class discussion. *Communication Outcome, Problem Solving and Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Transitional Strategy, Active Learning Strategy*
3. Use word processing software to write essays analyzing assigned fiction, poetry, and drama, evaluating both the aesthetic value of texts and the historical influences that affect them. *Communication Outcome, Problem Solving and Decision Making Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy*
4. Develop research skills using and evaluating library and internet sources. *Technological Literacy Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy*
5. Develop oral presentation skills to present individual or group information. *Communication Outcome, Transitional Strategy, Active Learning Strategy*

6. Attend various cultural, historical, or educational opportunities on or off campus. *Communication Outcome, Personal Development Outcome, Cultural Diversity and Social Adaptation Outcome, Transitional Strategy*
7. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class. *Personal Development Outcome, Transitional Strategy*

*Strategies and outcomes listed after instructional processes reference Pellissippi State's goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

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

1. Identify and understand major themes and concerns of traditions and literature in the Anglo-Saxon period (beginnings of the English language, influence of Christianity, influence of pagan tribes, the Anglo-Saxon epic). A, B
2. Identify and understand major themes and concerns of literature in England's medieval period (growth of English language, its use in literature, influence and traditions in poetry, chivalric romance, folk traditions, origins of English drama). A, B
3. Identify and understand 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, pastoral themes, use of blank verse, Cavalier and metaphysical poetry, Milton). A, B
4. Identify and understand major themes and concerns of literature of the Restoration and Eighteenth Century (comedy of manners, satire, heroic couplets, development of "modern" English prose, Age of Reason). A, B
5. Relate political events and institutions to works of English literature through the eighteenth century. A, B, D
6. Relate sociological and psychological factors to the works of this period. A, B, D
7. Relate mythology and mysticism to the works of this period. A, B, D
8. Relate biographical information about English authors to works by these authors. A, B, C
9. Demonstrate an understanding of the relations of the works to each other and to influencing factors by tracing English thought and concern chronologically through this period. A, B, D
10. Write responses and analytical papers on appropriate topics related to the works studied. A, B, C, D, E
11. Write insightful, appropriately developed, mechanically correct answers to essay test questions concerning the works studied. A, B, C, D, E
12. Answer objective and short answer questions correctly. A, B, C, D, E

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

V. Evaluation:

A. Testing Procedures:

From 60% to 80% of the final grade will be based on tests and quizzes. The remaining 20% to 40% of the grade will be based on projects such as papers and journals.

B. Laboratory Expectations:

None

C. Field Work:

None

D. Other Evaluation Methods:

Students are expected to participate in class discussions of assigned readings.

VI. Policies:

A. Attendance Policy:

Attendance, promptness, and participation are essential to success in college courses. The general attendance policy of the College states that students must be present for at least 75 percent of scheduled class meetings in order to receive credit for the course; thus, students who miss 25 percent of class meetings will fail the course. Therefore, any student who must miss an excessive number of classes for any reason is advised to withdraw from the College under the "Mitigating Circumstances" provision as described in the PSTCC Catalog.

B. Academic Dishonesty:

Any student found engaging in an act of academic dishonesty will be promptly dismissed from the course with a grade of F. Academic dishonesty includes the following.:

Plagiarism--presenting someone else's words or ideas as your own;

Collusion--allowing other people to write, to revise, or to alter significantly the text of a paper that is supposed to be your work alone.