

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

BRITISH LITERATURE I
ENGL 2210

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Revised: Spring 09

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 Course Materials:

Greenblatt, Stephen, gen. ed. et al. *The Norton Anthology of English Literature*. 8th ed. Vol. 1. NY: Norton, 2006.

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; Milton

- 12 Milton
- 13 Restoration and Eighteenth Century: Pope, Dryden, Congreve, Swift, or Johnson, etc.
- 14 Restoration and Eighteenth Century
- 15 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. II.1,II.2, II.3, II.4, II.5, IV.2
- B. Identify and relate the varied cultural assumptions and values of England's heritage as they influence English literature and language. II.1,II.2,II.3, II.4, IV.3, IV.5
- C. Associate biographical information about English authors with their works. II.1
- D. Demonstrate a comprehensive grasp of the relationships (chronological and conceptual) of individual works to others works and schools of thought. II.1, II.2, II.3, II.4, IV.2, IV.3
- 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.1, I.2, I.3, I.4, I.5, I.6, I.7, II.6

*Roman numerals after course objectives reference TBR's general education goals.

III. Instructional Processes*:

Students will:

- 1. Work in teams to discuss and analyze literature. *Communication Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategy, Active Learning Strategy*
- 2. Read assigned works of literature and participate in class discussion. *Communication Outcome, Humanities and/or Fine Arts 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, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy*
- 4. Develop research skills using and evaluating library and internet sources. *Communication Outcome, Technological 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. *Humanities and/or Fine Arts Outcome, Active Learning Strategy, 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. *Communication Outcome, Transitional Strategy, Active Learning Strategy*

*Strategies and outcomes listed after instructional processes reference TBR'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. According to the PSTCC Catalog & Handbook, 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 assignment
- 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 classroom assignments unless explicitly authorized by the instructor
- Any of the above occurring within the Web or distance-learning environment.

C. Accommodations for disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins134 or 126 or by phone: 694-6751(Voice/TTY) or 539-7153. More information is available at www.pstcc.edu/departments/swd/