

COURSE OUTLINE **LT212 British Literature II**

Course Description:

LT 212. British Literature II: 1784 to Present. 3 hours credit. Prerequisite: English Composition I (EG 101) with a C or better. This course is a continuation of the survey of the major English writers from 1784 to the present time, studied in chronological sequence with attention given to the characteristics of the literary historical periods of England. This basic course is recommended for all English majors.

Course Relevance:

We read to learn a body of knowledge, find facts and information, take direction, and find enjoyment. Literature helps us respond to and feed our emotions. It helps us see the world. It helps us see all aspects of humanity. It helps us see life, not school. It shows us philosophies at work. It shows us people dealing with issues that often are struggles for us as well. It helps us interpret our own world. Literature is relevant to understanding the human experience. British Literature II applies the benefits of studying literature to a focused reading area that allows students an appreciation of the literary and philosophical foundations of the English-speaking world, and provides grounding for further studies in American and other English-speaking literatures.

Required Materials:

Text & other materials: Abrams, M.H., Ed. (2000). *The Norton Anthology of English Literature, Volume 2*. (Seventh Edition). New York: W.W. Norton.

Learning Outcomes: Successful completion of British Literature II indicates that the student can:

1. identify the progressive development of the various genre that make up the literary heritage of the English speaking world;
2. analyze the literature for the philosophic ideas it contains;
3. identify the major English writers and their contributions to the respective historic periods;
4. demonstrate an ability to show the relevance of literature to contemporary thinking;
5. investigate and write effectively about one specific author and his or her work;
6. ascertain the peculiar aspects of content and form that mark a work as its author's own;
7. speak intelligently about the aesthetic and philosophical significance of each writer studied during the semester;

8. point out the greatness and variety present in the literary heritage of the English speaking world;
9. apply standards developed in the course to evaluate future reading;
10. define basic literary terms.

Primary Learning PACT Skills that will be DEVELOPED and/or documented in this course:

Through the student involvement in this course, he/she will develop his/her ability in the following primary PACT skill areas:

1. Reading
 - Students will read various literary genres.
2. Critical thinking
 - Through reading assignments and classroom discussion activities, the students will develop critical thinking and analytical skills.
3. Historical interpretation
 - Students will read about, interpret, and contextualize human behavior and events.
3. Aesthetic Response
 - Students will articulate an informed personal response to works of literature.
4. Writing
 - Students may write short-essay responses on examinations, compose papers of literary analysis, and/ or produce a thesis-oriented seminar length paper that makes use of scholarly apparatus conventionally used in the literary field, including the deployment of evidence, the use of primary and secondary sources, and the appropriate citation of sources.

Secondary skills (developed but not documented):

Self-concept
Teamwork
Valuing Diversity
Listening
Speaking
Computer Literacy
Internet Use

Major Summative Assessment Task(s):

These learning outcomes and primary Learning PACT skills will be demonstrated by:

1. Writing a thesis-directed seminar paper during the second half of the course.

Course Content:

- I. Themes - Key recurring concepts that run throughout this course:
 - A. Fiction
 - B. Poetry
 - C. Drama

- D. Expository writing
- II. Issues - Key issues that will be addressed in this course: areas of conflict that must be understood in order to achieve the intended outcome:
 - A. Fiction – plot, character, setting, narration, symbolism, tone, theme, style, tone, and irony
 - B. Poetry – reading poetry, word choice, word order, tone, imagery, figures of speech, sound, patterns of rhythm, poetic form
 - C. Drama – reading drama, types of drama
 - D. Exposition – reading political and philosophical texts, as well as personal narratives.
- III. Concepts – Key concepts that must be understood to address the issues:
 - A. Fiction – elements of plot, character types, setting to create atmosphere, points of view (types of narration), types of symbolism, tone, common themes, style, and types of irony
 - B. Poetry – how to read a poem, diction, denotation, connotation, types of imagery, metaphor, simile, symbol, allegory, irony, patterns of rhyme, alliteration, patterns of rhythm and meter, various poetic forms
 - C. Drama – how to read a drama, elements of drama
 - D. Exposition – how to read exposition: purpose, audience, technique, use of evidence, use of allusion, classic tropes of rhetoric
- IV. Skills - Actions that are essential to achieve the course outcomes:
 - A. Develop an awareness of literary concepts as used in various texts
 - B. Develop awareness and appreciation of the genres and the differentia of poetry, fiction, drama, and exposition
 - C. Understand and utilize literary concepts to develop greater understanding and appreciation of literature through discussion and compositions.

Learning Units:

- I. The Romantic Period (1785-1830)
 - A. Identify the genre of this period and their place in the developing literary heritage of the English speaking world;
 - B. Identify the major authors and works of this period and their place in the development of English literature;
 - C. Evidence through discussion and composition a perception of style and symbolism in the various genre of this period;
 - D. Investigate and write effectively about aspects of content and form that mark a work from this period;
 - E. Construct through reading, reflective thinking, discussion, and composition the great themes and universal truths embodied in the works studied.
- II. The Victorian Age (1830-1901)
 - A. Identify the genre of this period and their place in the developing literary heritage of the English speaking world;
 - B. Identify the major authors and works of this period and their place in the development of English literature;
 - C. Evidence through discussion and composition a perception of style and symbolism in the various genre of this period;

- D. Investigate and write effectively about aspects of content and form that mark a work from this period;
- E. Construct through reading, reflective thinking, discussion, and composition the great themes and universal truths embodied in the works studied.

III. The Twentieth Century

- A. Identify the genre of this period and their place in the developing literary heritage of the English speaking world;
- B. Identify the major authors and works of this period and their place in the continuing development of English literature;
- C. Evidence through discussion and composition a perception of style and symbolism in the various genre of this period;
- D. Investigate and write effectively about aspects of content and form that mark a work from this period;
- E. Construct through reading, reflective thinking, discussion, and composition the great themes and universal truths embodied in the works studied.

Learning Activities:

Classroom:

Methods of class instruction will include class discussion/notes, open lecture, exams, tests (including quizzes and chapter or unit tests), handouts, audio-visual aids, study guides, writing assignments (included in a portfolio), panel discussions, reports, and individual conferences. All instructors may use these methods individually or in combination. The Center for Independent Study (CIS) provides tutors for those students having difficulty in a particular area to seek additional assistance in course work.

Out of Classroom:

Methods of instruction out of classroom instruction may include, but are not limited to, conference participation, cinema, field trips, library research, and out of class writing. All instructors may use these methods individually or in combination.

Grade Determination:

Evaluations are based on the following: attendance/participation, exercises and exams, and the portfolio. Grades are determined by total points and are distributed in the following fashion: 90% and above - A, 89-80% - B, 79-70% - C, 69-60% - D, 59 and below - F. Any questions about grades should be directed toward the instructor.