ENGL R104: ENGLISH LITERATURE I

Originator
ecaruth

College
Oxnard College

Discipline (CB01A)
ENGL - English

Course Number (CB01B)
R104

Course Title (CB02)
English Literature I

Banner/Short Title
English Literature I

Credit Type
Credit

Start Term
Fall 2021

Catalog Course Description
This sophomore-level course surveys English literature in its cultural framework from Anglo-Saxon times through the eighteenth century. C-ID: ENGL 160.

Taxonomy of Programs (TOP) Code (CB03)
1501.00 - English

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
May be required

Grading method
Letter Graded

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
52.5
Maximum Contact/In-Class Lecture Hours
52.5

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
52.5
Total Maximum Contact/In-Class Hours
52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
105

Maximum Outside-of-Class Hours
105

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Prerequisites
ENGL R101 or ENGL R101H

Entrance Skills

Entrance Skills

Students will need to be able to write multi-page essays, thesis statements, and be able to incorporate outside sources and use MLA format.

Prerequisite Course Objectives

ENGL R101-Write multiple-page expository and persuasive essays
ENGL R101-Demonstrate college-level control of mechanical elements of writing such as grammar, syntax, spelling, vocabulary, and idiomatic usage
ENGL R101-Research a topic, analyze and synthesize information, and report findings in a properly documented essay
ENGL R101-Demonstrate critical thinking skills and rhetorical awareness in analyzing others' non-fiction writing and in developing essays
ENGL R101-Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence
ENGL R101H-Write multiple-page expository and persuasive essays
ENGL R101H- Demonstrate college-level control of mechanical elements of writing such as grammar, syntax, spelling, vocabulary, and idiomatic usage
ENGL R101H- Research a topic, analyze and synthesize information, and report findings in a properly documented essay
ENGL R101H-Demonstrate critical thinking skills and rhetorical awareness in analyzing others' non-fiction writing and in developing essays
ENGL R101H-Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence

Requisite Justification

Requisite Type
Prerequisite

Requisite
ENGL R101, or
ENGL R101H

Requisite Description
Course in a sequence

Level of Scrutiny/Justification
Content review

Student Learning Outcomes (CSLOs)

	Upon satisfactory completion of the course, students will be able to:
1	Locate major authors and their works within the historical framework of their production.
2	Synthesize an argument addressing a major theme or concept in the literature studied for the course.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	Identify major authors, works, genres and themes of the periods covered
2	Analyze and interpret the literature and intellectual movements of the period.
3	Demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis
4	Synthesize trends or themes as developed in multiple works of the same period or over time.
5	Relate the literary works to their historical, philosophical, social, political, and aesthetic contexts
6	Demonstrate comprehension of the above through class discussion, written exams, and essays

Course Content

Lecture/Course Content

1. Reading and Writing about Literature
   a. Academic discourse and the conventions of critical literary analysis
   b. Conventions of MLA documentation
2. British Literature of the Middle Ages
   a. Literature of the Old English Period
      i. Historical, philosophical, social and linguistic contexts that influence and are reflected in literature of the period
      ii. Works to include but not limited to *Beowulf.*
   b. Literature of the Middle English Period
      i. Historical, philosophical, social, political, linguistic and aesthetic contexts that influence and are reflected in literature of the period
      ii. Evolution of literary traditions, contexts, and genres
      iii. Representative works by authors including but not limited to "The Pearl Poet," Chaucer, Malory, and early female voices
         1. Analysis, interpretation, and writing about theme and style in contexts
   c. Literature of the 16th Century Renaissance
      i. Historical, philosophical, social and linguistic contexts that influence and are reflected in literature of the period
      ii. Evolution of literary traditions, contexts, and genres
      iii. Representative works by authors including but not limited to Wyatt, Surrey, Spenser, Sidney, Shakespeare.
         1. Analysis, interpretation, and writing about theme and style in contexts
   d. Literature of the Early 17th Century Later Renaissance
      i. Historical, philosophical, social and linguistic contexts that influence and are reflected in literature of the period
      ii. Evolution of literary traditions, contexts, and genres
      iii. Representative works by authors including but not limited to Donne, Jonson, Herbert, Herrick, Marvell, Milton
         1. Analysis, interpretation, and writing about theme and style in contexts
   e. Literature of the Restoration and 18th Century
      i. Historical, philosophical, social and linguistic contexts that influence and are reflected in literature of the period
      ii. Evolution of literary traditions, contexts, and genres
      iii. Representative works by authors including but not limited to Dryden, Swift, Pope, Addison and Steele, Johnson, Gray, Goldsmith
         1. Analysis, interpretation, and writing about theme and style in contexts

Laboratory or Activity Content

None.

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Essays

Group projects
Individual projects
Journals
Oral presentations
Quizzes
Reports/papers

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Computer-aided presentations
Collaborative group work
Class activities
Class discussions
Distance Education
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Lecture
Small group activities

Describe specific examples of the methods the instructor will use:

1. The instructor will lead small-group projects.

2. Students will engage in discussion with the class and/or small groups.

3. Students will provide class with oral presentation on course material ranging from literary analysis, era exploration, author biography, etc.

4. Instructor will lead class in lectures covering various literary movements.

5. Students will create essays centered on literary analysis.

6. Instructor will conduct exams that cover course material.

Representative Course Assignments

Writing Assignments

a. The equivalent of three 3 to 5-page critical essays such as analysis, explication, comparison and contrast or development of a theme in multiple literary works
b. At instructor discretion, reading response/critical inquiry journals

Critical Thinking Assignments

1. Critical thinking and application of concepts.

2. Participate in class and small-group discussions analyzing symbolism.

3. Analyzing theme in fiction.

4. Analyzing point of view in literature.

5. Compare and contrast different styles of fiction from the different literary eras studied.

6. Compare and contrast themes used in different works, genres, authors, and eras.

7. Analyze and connect literature to its respective time period.

Reading Assignments

a. Anthology introductions to literary periods for historical, intellectual, and cultural contexts
b. Anthology biographical introductions to authors studied
c. Representative literary primary sources of periods and authors studied, such as *Beowulf*; Chaucer, *The Canterbury Tales*; the sonnets and a play of Shakespeare; Milton, selections from *Paradise Lost*; and Swift, selections from *Gulliver's Travels*

Other assignments (if applicable)

1. Preparation and presentation of oral report.

Outside Assignments

Representative Outside Assignments

1. Supplemental reading assignments.

2. Outside of class group work.

3. Written assignments.

4. Watching such assigned instructional videos as those created by the instructor for class or filmed readings by authors, filmed plays, filmic interpretations of literary works.

5. Listening to audio recordings of works appropriate to the class.

Articulation

C-ID Descriptor Number
ENGL 160

Status
Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSUCI	ENGL 250	British and European Literature	
CSUN	ENGL 258	Major English Writers I	

Comparable Courses within the VCCCD
ENGL M15A - Survey of English Literature I
ENGL V21A - British Literature-before 1800

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
College of the Canyons	ENGL 250	British Literature I	
Santa Barbara City College	ENG 221	Survey of British Literature	

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

C2. Humanities
Approved

Effective term:
Before Fall 2019

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable
Yes

CSU Baccalaureate List effective term:
Fall 1999

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

C2 Humanities: Literature, Philosophy, Languages Other than English
Approved

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA
Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 3B: Humanities
Approved

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals
Resource Type
Textbook

Description
Greenblatt, Stephen, et al (2018). *The Norton Anthology of English Literature, Vol. 1 (or Vols. A, B, C)* (10th). New York Norton.

Resource Type
Other Resource Type

Description
http://www.wwnorton.com/nael.

Resource Type
Other Resource Type

Description
CD to accompany Norton Anthology.

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will respond to students' written assignments.
Asynchronous Dialog (e.g., discussion board)	Students will interact with each other via discussion postings on directed topics.
Synchronous Dialog (e.g., online chat)	Online chat or messaging.
Other DE (e.g., recorded lectures)	The instructor will provide instructional videos specific for the class.
Video Conferencing	Video chat or instruction using Zoom or other such technology.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will respond to students' written assignments.
Asynchronous Dialog (e.g., discussion board)	Students will interact with each other via discussion postings on directed topics.
Synchronous Dialog (e.g., online chat)	Online chat or messaging.
Other DE (e.g., recorded lectures)	The instructor will provide instructional videos specific for the class.
Video Conferencing	Video chat or instruction using Zoom or other such technology.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Instructor will respond to students' written assignments.
Asynchronous Dialog (e.g., discussion board)	Students will interact with each other via discussion postings on directed topics.
Synchronous Dialog (e.g., online chat)	Online chat or messaging.
Other DE (e.g., recorded lectures)	The instructor will provide instructional videos specific for the class.
Video Conferencing	Video chat or instruction using Zoom or other such technology.

Examinations

Hybrid (1%–50% online) Modality
Online
On campus

Hybrid (51%–99% online) Modality
Online
On campus

Primary Minimum Qualification
ENGLISH

Review and Approval Dates

Department Chair
08/14/2020

Dean
08/20/2020

Technical Review
08/26/2020

Curriculum Committee
08/26/2020

Curriculum Committee
10/28/2020

CCCCO
MM/DD/YYYY

Control Number
CCC000283101

DOE/accreditation approval date
MM/DD/YYYY