

# ENGL-214: SURVEY BRITISH LITERATURE 2

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## Effective Term

Fall 2025

## CC Approval

02/07/2025

## AS Approval

02/13/2025

## BOT Approval

02/20/2025

## COCI Approval

04/30/2025

## SECTION A - Course Data Elements

### CB04 Credit Status

Credit - Degree Applicable

### Discipline

Minimum Qualifications	And/Or
English (Master's Degree)	

### Subject Code

ENGL - English

### Course Number

214

### Department

English (ENGL)

### Division

Language and Developmental Studies (LADS)

### Full Course Title

Survey British Literature 2

### Short Title

Survey British Literature 2

### CB03 TOP Code

1501.00 - English

### CB08 Basic Skills Status

NBS - Not Basic Skills

### CB09 SAM Code

E - Non-Occupational

### Rationale

Updating common course numbering course change.

## SECTION B - Course Description

### Catalog Course Description

This course focuses on reading and analyzing major works of British literature from the turn of the 19th Century through the present. Literature will be reviewed in relation to its historical, political, social, and artistic contexts and its relevance to our times. Written exams and critical papers are required.

## SECTION C - Conditions on Enrollment

### Open Entry/Open Exit

No

### Repeatability

Not Repeatable

### Grading Options

Letter Grade Only

### Allow Audit

Yes

## Requisites

### Prerequisite(s)

Completion of ENGL-C1000 or ENGL-120B with a minimum grade of C or appropriate placement.

### Requisite Justification

#### Requisite Description

Course Not in a Sequence

#### Subject

ENGL

#### Course #

C1000

#### Level of Scrutiny

Content Review

#### Upon entering this course, students should be able to:

1. Demonstrate an understanding of all parts of the composing process.
2. Demonstrate an understanding of and proficiency in applying the principles of exposition and argument: focus and limitation of subject, thesis, and support of thesis by example or argumentation; use of specifics to support generalizations; organization of ideas; consistency, awareness of audience, and appropriateness of tone and style.
3. Demonstrate the ability to plan, organize and write in-class essays.
4. Demonstrate research skills; e.g., computer-assisted search and use of current MLA manuscript and citation format.
5. Demonstrate an ability to read, comprehend, and critically analyze texts as assigned; be able to identify main idea, extrapolate the writer's rhetorical and stylistic strategies, and generate and justify an opinion about the reading.

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#### Requisite Description

Course Not in a Sequence

#### Subject

ENGL

#### Course #

120B

#### Level of Scrutiny

Content Review

#### Upon entering this course, students should be able to:

1. Read, comprehend and analyze college level texts of varying lengths, styles, and subjects. Be able to identify main ideas and support points as well as consider rhetorical and stylistic strategies used by the writer.
2. Write well formulated narrative, expository and argumentative essays of 1000-1500 words with a clear focus and careful organization. Demonstrate adequate reasoning and a solid use of details or examples to support ideas. Demonstrate proficient sentence mechanics and display syntactic variety.

3. Demonstrate adequate ability to synthesize ideas from multiple texts and other media. Demonstrate competence in research skills, including finding and evaluating secondary sources, performing electronic searches, and using current MLA (or other professional) documentation format.

4. Possess the study and organizational skills necessary to complete reading assignments of a minimum of 25 pages per week, text-based writing assignments of 1000-1500 words (4-6 pages) every three weeks and develop longer (6-10 pages) argumentative research papers.

## SECTION D - Course Standards

Is this course variable unit?

No

**Units**

3.00

**Lecture Hours**

54.00

**Outside of Class Hours**

108

**Total Contact Hours**

54

**Total Student Hours**

162

## Distance Education Approval

Is this course offered through Distance Education?

Yes

**Online Delivery Methods**

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent
Online with Proctored Exams	Permanent

## SECTION E - Course Content

**Student Learning Outcomes**

**Upon satisfactory completion of the course, students will be able to:**

1. Demonstrate, through explication, interpretation, and/or analysis, an understanding of British literature and literary movements as well as historical contexts, cultural influences, and major themes informing British literature from the Romantic Period through the 20th Century, including the influence of canonical and non-canonical writers.

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

1. Apply standard methods of literary analysis to selected literary works, incorporating apt research, critical thinking, and composition skills.
2. Identify, define, and classify the major features of a literary work, series of works, author's body of writing, literary period, or genre (e.g., characterization, narration, archetype; imagery; primitivism, romanticism; epic poetic structure, classical vs. modern dramatic structures; romantic poetry, lyric poetry; sociological novels; stream-of-conscious narrative mode)
3. Analyze major features of a literary work, series of works, author's body of writing, literary period, or genre (e.g., romantic elements in Shelley's poetry; setting and imagery in the novels of the Brontes; narrative form in Robert Browning's verse)

4. Contrast views, themes, structure, style, techniques, and effects of the works of two or more writers (e.g., developing views of women; changing nature of the hero; experimental dramatic structures)
5. Trace the development of a literary technique, style, form, or genre (e.g., lyric poetry, tragedy, the psychological novel)
6. Examine a literary work or author's body of work relative to a literary movement or period (e.g., Byron's narrative poems as a bridge between Neoclassical and Romantic verse; romantic lyric poems contrasted to those of the nineteenth century)
7. Examine a literary work, author's body of work, or literary movement relative to the contexts of the age (e.g., Tennyson's "Idylls of the King" as a catalyst for the Victorian medieval revival; classical influences in Keats' poems; narrative modes in the prose of the Bloomsbury Group)
8. Evaluate critical essays on selected works, movements, genres, and periods (e.g., Ruskin on the Pathetic Fallacy; Wordsworth and Coleridge vs. Shelley on the role of the poet; M.H. Abrams on Romantic literature)
9. Use standard literary analysis to examine British literary texts from the late 18th Century to the present.
10. Identify major developments in textual production and British literary theory in the Romantic Era, the Victorian Era, and the 20th Century.
11. Identify the salient features of significant literary movements in British literature from the Romantic era through the present (e.g., Romantic poetry; evolution of the novel; Realism; Naturalism; Stream-of-consciousness; Modernism; Post-modernism; Post-Colonialism) and cite representative texts of various genres to demonstrate aspects of each era.
12. Examine literary movements and texts relative to the socio-historic contexts of the age, paying particular attention to their expression of "British" history and culture.
13. Distinguish a range of writers whose contributions address the evolution of British society and culture, in particular with regards to ethnicity, class, gender, as well as ideas of empire and nation.
14. Identify, define, and classify the major features of a literary work, series of works, author's body of writing, literary period, or genre (e.g., characterization, narration, archetype; imagery; primitivism, romanticism; epic poetic structure, classical vs. modern dramatic structures; Romantic poetry, lyric poetry; sociological novels; stream-of-conscious narrative mode)
15. Analyze and evaluate critical essays on British literature, particularly those examining literary history and the evolving "canon." Apply standard methods of literary analysis to selected literary works, incorporating apt research, critical thinking, and composition skills.

### Course Content

Texts should cover a broad, inclusive range of writers and genres from each period representing the significant social, political, and artistic developments from the earliest writings in Old English through the 18th Century. The authors and texts following are recommended but should not limit instructor selection.

1. The Romantic Period (1798-1832)
  - a. Poetry: Blake, Burns, Wordsworth, Coleridge, Byron, Shelley, Keats; selected poems: Scott, Landon, Moore, Clare, Darley, Beddoes; selected poems
  - b. Prose: Blake, Wollstonecraft, D. Wordsworth, W. Wordsworth, Coleridge, Lamb, Hazlitt, DeQuincy, Peacock, Shelley, Keats, M. Shelley; selected prose
  - c. Drama: Bryon, Shelley; selected drama
  - d. Novel: Rise of the Novel (Defoe, Richardson, Fielding, Smollett); Novel of Manners (Burney, Austen); Historical Novel (Scott); Gothic Novel (Walpole, Beckford, Lewis, Radcliffe, M. Shelley, Maturin); Sentimental Novel (Goldsmith, Sterne, Mackenzie, Day); selected novels
2. The Victorian Age (1832-1901)
  - a. Poetry: E.B. Browning, Tennyson, Fitzgerald, R. Browning, E. Bronte, Clough, Arnold, Meredith, D.G. Rossetti, C. Rossetti, Morris, Swinburne, Hopkins, Lear, Carroll, Gilbert, Henley, Wilde, Thompson, Kipling, Dowson; selected poems
  - b. Prose: Carlyle, Newman, Mill, Ruskin, Arnold, Huxley, Pater; Evolution, Industrialism, The Woman Question; selected prose
  - c. Drama: Wilde; selected drama
  - d. Novel: Sociological Novel, Psychological Novel; Realism, Naturalism; (Dickens, the Brontes, Thackeray, Gaskell, Trollope, G. Eliot, Meredith, W. Collins, Hardy, Stevenson, Doyle, Wells); selected novels
3. The Twentieth Century (1901-Present)
  - a. Poetry: Hardy, Housman, Brooke, E. Thomas, Sassoon, Gurney, Rosenberg, Owen, Cannan, Joens, Yeats, Sitwell, T.S. Eliot, MacDiarmid, Graves, Smith, Auden, MacNeice, D. Thomas, Reed, Lewis, Douglas, Causley, Larkin, Gunn, Hughes, Walcott, Hill, Harrison, Heaney, Raine, Fenton; selected poems
  - b. Prose: Conrad, Yeats, Forster, Woolf, Joyce, Lawrence, T.S. Eliot, Mansfield, Orwell, Lessing, O'Brien, Hill; selected prose
  - c. Drama: Shaw, Synge, O'Casey, T.S. Eliot, Beckett, Pinter, Stoppard; selected drama
  - d. Novel: Psychological Novel; Stream-of-Consciousness Novel; Conrad, Forster, Woolf, Joyce, Lawrence, Galsworthy, Huxley, Graves, Waugh, Orwell, Greene, Fowles; contemporary novelists; selected novels

## Methods of Instruction

### Methods of Instruction

Types	Examples of learning activities
Discussion	
Lecture	
Other	Instructors may present material in a variety of modes, including lectures, discussion, and collaborative group work. Given the rigor of the survey course, multi-media delivery of instruction, including recordings, streaming video, film, and documentaries may be used. Instruction should balance delivery of information with hands-on practice of literary analysis and argumentation. To this end, instructors may use a variety of modes, including DVDs and/or videos, document camera, and powerpoint presentations.

### Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards  
 Chat Rooms  
 Discussion Boards  
 E-mail Communication  
 Telephone Conversations  
 Video or Teleconferencing

### Student-Initiated Online Contact Types

Chat Rooms  
 Discussions  
 Group Work

### Course design is accessible

Yes

## Methods of Evaluation

### Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	
Quizzes	
Projects	
Other	<ol style="list-style-type: none"> <li>1. Essays: in-class and out-of-class essays analyzing the literature and its contexts</li> <li>2. Examinations: may vary from multiple choice to written response, reviewing the content of the literary work and its historical context</li> <li>3. Assignments: quizzes, individual and group projects, and reader-response papers on the works, criticism, and contexts of each period.</li> </ol>

## Assignments

### Reading Assignments

Students will be required to read approximately 100-200 pages of literature or other appropriate texts (e.g., critical essays, instructor prepared course material, background and reference articles and books) per week.

For example: Read the poems by Wordsworth and Coleridge and consider how each writer manifests the idea of "Natural Supernaturalism" as put forth in "Lyrical Ballads."

For example: Read the texts by Hardy, Housman, Sassoon, Owen, Yeats, V. Woolf and discuss how they reflect the impact of WWI on British society.

### Writing Assignments

Writing in-class and out-of-class essays, worksheets, projects, and exams to equal approximately 3,000-4,000 words:

For example: Read Mary Shelly's *Frankenstein* and write an essay that analyzes how the Gothic novel expresses cultural anxieties of the period regarding late 18th century science, biology, and procreation.

For example: Read the poems by Derek Walcott and analyze how they both accept and reject the history of British colonization of the West Indies. Pay particular attention to diction as what it reflects about the past and future of Caribbean culture.

## **SECTION F - Textbooks and Instructional Materials**

### **Material Type**

Textbook

### **Author**

Greenblatt, Stephen, et al

### **Title**

The Norton Anthology of English Literature, Vol. 2

### **Edition/Version**

10th

### **Publisher**

W.W. Norton

### **Year**

2018

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## **Course Codes (Admin Only)**

### **ASSIST Update**

No

### **CB00 State ID**

CCC000139513

### **CB10 Cooperative Work Experience Status**

N - Is Not Part of a Cooperative Work Experience Education Program

### **CB11 Course Classification Status**

Y - Credit Course

### **CB13 Special Class Status**

N - The Course is Not an Approved Special Class

### **CB23 Funding Agency Category**

Y - Not Applicable (Funding Not Used)

### **CB24 Program Course Status**

Program Applicable

### **Allow Pass/No Pass**

No

### **Only Pass/No Pass**

No