

## University of Houston-Downtown

**Course Prefix, Number, and Title:** ENG2313: Survey of British Literature: Beginnings to 1800

**Credits/Lecture/Lab Hours:** 3/3/0

**Foundational Component Area:** Language, Philosophy and Culture

**Prerequisites:** Completion of, or concurrent enrollment in, ENG 1302.

**Co-requisites:** None

**Course Description:** A study of British Literature from its beginnings through the 18th century.

**TCCNS Number:** ENG 2322

**Demonstration of Core Objectives within the Course:**

Assigned Core Objective	Learning Outcome Students will be able to:	Instructional strategy or content used to achieve the outcome*	Method by which students' mastery of this outcome will be evaluated
Critical Thinking Communication Social Responsibility	Describe how ideas, values, beliefs and other aspects of culture express and affect human experience.	Assign a wide range of diverse texts (such as Anglo-Saxon and Middle English poetry, late medieval spiritual autobiography, early modern poetry, drama and nonfiction) that reflect historical, narrative, religious, aesthetic and technological changes. Teach through interactive lecture and small group presentations.	15-20 pages of writing through assignments such as analytical essay, mid-term exam, and final exam.
Critical Thinking Communication Social Responsibility	Analyze fundamental ideas that foster intellectual and aesthetic creation across human cultures.	Model the use of textual analysis to reveal the ways that politics, science, religious beliefs, and aesthetic movements fostered the growth of new literary and artistic genres, shaped existing literary forms, or created new themes in the literature of early Britain through the eighteenth century. Such analysis will be modeled in lectures, class discussions, and written assignment prompts.	15-20 pages of writing through assignments such as analytical essay, midterm exam, and final exam.
Critical Thinking Communication	Evaluate assumptions, concepts, and language to develop defensible	Lecture on topics such as nationalism and race, gender, social class, religious and secular	15-20 pages of writing through assignments such as analytical essay

	conclusions based on analysis and interpretation of information relevant to course content.	authority, and scientific method to reveal cultural assumptions at work in texts. Moderate large and small group discussions on similar topics. Teach how to “close read” texts (a style of reading is particularly attentive to details).	focused on closely reading texts, multiple-source essay, midterm exam, and final exam.
Critical Thinking Communication	Synthesize and deliver well-constructed analyses and arguments about course content using multiple modalities (including written, oral, and visual formats).	Facilitate scholarly argumentation on topics that appear in readings such as kingship, power, rebellion, transubstantiation, witchcraft, print culture, war, sovereignty, contested religious beliefs, and economic, national, and other human differences. Provide direct instruction on how to design and deliver effective presentations that include the purposeful integration of visuals.	Team-based activities such as rubric-assessed oral group projects, group generated visual presentations, collaborative written analyses, and oral recitation of texts.
Social Responsibility Personal Responsibility	Investigate ethical dimensions of behavior and language use in different cultural contexts.	Investigate ethical behaviors of literary figures from different historical periods, religious affiliations, ethnicities, and economic backgrounds. Analyze why and in what ways authors’ representation of characters’ choices reflect or criticize cultural norms of their historical period.	Analytical essay and midterm and final exams.
Social Responsibility Personal Responsibility	Connect choices, actions, and consequences to ethical decision-making through the analysis of ethical dilemmas explored through literary, philosophical, or intercultural texts.	Discuss ethical standards by which characters, narrators, and authors operate and/or are culturally constrained. Compare ethical standards within the text to other culturally endorsed ethical standards of the period and to current ethical standards. Discuss ethical standards of American higher education, especially with respect to PS 03.A.19, Academic Honesty Policy	Midterm and final exams. Analytical essays; short examination on PS03.A.19.

**Additional Course Outcomes:** See outcomes above.

**Course Outline:**

- Introduction
- Caedmon's Hymn
- Anglo-Saxon Riddles
- Beowulf
- Lanval
- Middle English recitation
- Chaucer's General Prologue
- Miller's Prologue
- The Miller's Tale
- The addresses of the Commons from The Peasant's Rebellion of 1381
- The Wife of Bath's Prologue
- The Wife of Bath's Tale
- Aristotle's Poetics
- The Shewings of Julian of Norwich
- The Book of Margery Kempe
- Team Presentations
- Everyman
- Annotated Bibliographies and Synthesis
- Wyatt, "Whoso List," "My Lute, Awake!," "They Flee," and "The Lover Showeth How;"
- Petrarch's poe
- Marlow, "The Passionate Shepherd,"
- Raleigh, "Nymph's Reply;" a
- Tichborne's "Elegy."
- Campion, "My Sweetest," "When to Her Lute," "There is a Garden," "Thinkst Thou," Lanyer, "Apology."
- Raleigh, "Guiana;" Drake, "The Famous Voyage;" Shakespeare Sonnets # 18, 30, 55, 94
- Summarizing and using Sources
- Peer Review
- Shakespeare Sonnets #106, 116, 130, 138
- Shakespeare-King Lear
- Donne, "The Flea," "The Sun Rising," "To His Mistress Going to Bed," Sonnet 5, Sonnet 10, Sonnet 14
- Johnson, "Timber;" Herbert, "Easter Wings," "The Windows," "The Collar,"
- Herrick, "The Night Piece," "Upon Julia's Clothes;" Marvell, "The Garden;" Milton, "When I Consider," "Methought I Saw"
- Milton, Paradise Lost, Book I
- Milton Paradise Lost, Book IX
- Milton, Paradise Lost, Book IX

**Grading/Course Content which Demonstrates Student Achievement of Core Objectives:**

Grading Scale: 90-100 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59 and below = F

<b>Summary of Course Exams, Quizzes, Assignments and Final</b>	
Paper 1	20% of final grade
Paper 2 (Abstract, annotated bibliography, rough draft and final draft)	20% of final grade
Midterm	15% of final grade
PS03.A.19 Quiz (Academic Honesty)	5% of final grade
Class participation (Middle English recitation, summaries, small group work, free writing and other informal writing)	10% of final grade
Team Presentation	10% of final grade
Final Exam (including analytical essay questions)	20% of final grade