

**Course:** ENGLISH LITERATURE II

**Department:** English

**Course Description:** English Literature II is a course designed to explore the English literary tradition through selected readings in major writers from the beginnings of Romanticism to the present. (English Literature I [ENGL201] is not a prerequisite.) Prerequisite: English Composition II (ENGL102).

Course Outcomes	Learning Activities	Assessment Tools
Upon successful completion of this course students should:	To achieve these outcomes students may engage in the following activities:	Student learning may be assessed by:
1. Read a significant sampling of the writings that constitute the canon of English literature from 1790 toward the present.	<ul style="list-style-type: none"><li>• Read assigned selections thoughtfully, both primary sources and secondary sources (including editorial introductions) (R<sup>1</sup>, CT)</li><li>• Small group discussions on particular sections of works (OC, CT)</li><li>• Create literary notebooks which include class notes, connections between texts, favorite texts and quotations, and historical information (TS, CT, R, W)</li><li>• Attend performances and readings associated with this time period. (CT, OC)</li><li>• Watch movies that provide historical information and interpretations of the texts (CT, OC)</li></ul>	<ul style="list-style-type: none"><li>• Quizzes and objective questions on readings (CT, OC,)</li><li>• Short essays and reaction papers (R, W, CT)</li><li>• Mid-term and Final Examinations on readings, with objective and essay questions (W, CT)</li><li>• Journals (R, W, CT)</li><li>• Presentations on the day's readings (CT, OT, TS)</li><li>• In-class discussions (OC, CT)</li></ul>
2. Become familiar with or identify major writers, works, genres, trends, and styles from 1790 toward the present	<ul style="list-style-type: none"><li>• Attend class lectures regularly, taking notes particularly of information not found in texts. (CT, W)</li></ul>	<ul style="list-style-type: none"><li>• Quizzes and objective questions (CT, OC,)</li><li>• Short essays and reaction papers (R, W)</li><li>• Mid-term and Final Examinations on</li></ul>

<sup>1</sup> Indicate the Core Competencies that apply to the outcomes activities and assessment tools: Critical Thinking (CT); Technology Skills (TS); Oral Communications (OC); Quantitative Skills (QS); Reading (R); Writing (W).

	<ul style="list-style-type: none"> <li>• Conduct small group discussions (CT, OC)</li> <li>• Assign response papers or journal entries (CT, W, R)</li> </ul>	readings, with objective and essay questions. (W, CT)
3. Write papers responding critically to both primary and secondary texts, building on skills developed in English Composition II.	<ul style="list-style-type: none"> <li>• Use research skills from English Composition I and English Composition II to prepare papers demonstrating an interaction with one or more of the assigned readings.(R, CT, W)</li> <li>• Assign annotated bibliographies (CT, R, W, TS)</li> </ul>	<ul style="list-style-type: none"> <li>• Graded papers with citations. According to MLA format(W, CT)</li> <li>• Annotated bibliographies (CT, R, W, TS)</li> </ul>
4. Understand and analyze the relationships between English cultural trends (historical, intellectual, social, political, economic) from 1790 onwards and individual writers and their works.	<ul style="list-style-type: none"> <li>• Compare historical information from other classes, both social history and factual data, to understand writers of the period, in small and large group discussions, journals, and reaction papers. (CT, R, W, O)</li> <li>• Discuss in class the implications of culture on writing. (OC, CT)</li> </ul>	<ul style="list-style-type: none"> <li>• Papers (CT, W)</li> <li>• Class discussion (CT, O)</li> <li>• Exams (CT, W)</li> </ul>
5. Discover a sense of how English character and identity is developed and exemplified through literature.	<ul style="list-style-type: none"> <li>• Provide specific questions for class discussions (OC, R)</li> <li>• Assign papers and short responses throughout the semester (R, W, CT)</li> </ul>	<ul style="list-style-type: none"> <li>• Papers (CT, W)</li> <li>• Class discussion (CT, O)</li> <li>• Exams (CT, R, W)</li> </ul>
6. Analyze and discuss texts, using literary terms and themes introduced in English Composition II, to guide and inform the aesthetic experience of reading.	<ul style="list-style-type: none"> <li>• Conduct Class discussions (OC, R)</li> <li>• Assign papers (R, W, CT)</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of literary terms in assigned papers, and identification of thematic patterns in assigned readings. (R, CT, W)</li> </ul>
7. Demonstrate through writing and discussion the similarities and differences between American and English literature. Explain the personal relevance and shared values of literature.	<ul style="list-style-type: none"> <li>• Connect the readings with personal experiences, either through discussion or silent appreciation, either to validate or negate the writers' visions. (OC, CT,)</li> </ul>	<ul style="list-style-type: none"> <li>• Researched papers that move beyond plot summary to analysis and interpretation by the student. (CT, W)</li> </ul>

	<ul style="list-style-type: none"><li>• Connect the readings to contemporary conditions and events (R, W, O, CT)</li></ul>	
8. Strengthen Core Competencies** in order to increase success in this and other courses and in the workplace.	<ul style="list-style-type: none"><li>• Referenced above</li></ul>	<ul style="list-style-type: none"><li>• Referenced above.</li></ul>