

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>English</u>						
COURSE RUBRIC AND NUMBER	<u>ENGL 2323</u>						
COURSE TITLE	<u>British Literature Survey: 18th Century to Modern</u>						
COURSE CREDIT HOURS	<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 10px;">3</td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 10px;">3</td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; padding: 2px 10px;">0</td> </tr> <tr> <td style="padding: 2px 10px;">Credits</td> <td style="padding: 2px 10px;">Lec</td> <td style="padding: 2px 10px;">Lab</td> </tr> </table>	3	3	0	Credits	Lec	Lab
3	3	0					
Credits	Lec	Lab					

I. Catalog Description

Examines a survey of the development of British literature from the Romantic period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions. This course is strongly recommended for those pursuing a major in English at the baccalaureate level. ENGL 2322 is not required in order to enroll in ENGL 2323. **Prerequisite: ENGL 1301 with a "C" or better. (3:0).**

II. Course Objectives

Upon satisfactory completion of this course the student will be able to accomplish the following:

- A. Engage in **critical thinking skills**, creative thinking, innovation and inquiry; demonstrate analysis, evaluation, and synthesis of information.
- B. Explain the relationship between authors and their works in the context of their historical, social, and philosophical issues during the corresponding time periods.
- C. Identify major trends of thought and literature in each period studied: i.e., the Romantic, Victorian and the Twentieth Century.
- D. Analyze and describe works of each literary figure studied.
- E. Define literary terms and explain their practical application.
- F. Demonstrate **social responsibility skills** including the ability to demonstrate intercultural competence, knowledge of civic responsibility, and/or the ability to engage effectively in local, regional, national, and / or global communities by better understanding the various people of the Western World and their approach to life as these elements are presented in the literature considered.
- G. Demonstrate effective written, oral, and/or visual **communication skills** through responses and interpretations of literary works through the writing of critical essays, research papers, journals, or a combination of these.
- H. Demonstrate **personal responsibility skills** including the ability to connect choices, actions, and consequences to ethical decision-making.
- I. (Recommended) Attend at least one interpretive performance of a piece of literature from the period, (poetry reading, play, film, etc).

Unit Titles

The standard units for a British literary/historical survey are these:

- A. The Romantic Period
- B. The Victorian Period
- C. The Twentieth Century

Some instructors may wish to organize the course thematically. If so, possible thematic units could be these:

1. Social Themes
2. Love

3. Satire
4. Religious/Philosophical Literature

III. THECB Learning Outcomes (ACGM)

Upon successful completion of this course, students will:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

IV. Evaluation

- A. Pre-assessment
Instructors should check each student's prerequisites the first week of class; those who do not qualify should be sent back to Admissions.
- B. Post-assessment
 1. The instructor will maintain a continuous record of each student's progress.
 2. Students should be evaluated periodically throughout the semester.
 3. The instructor will determine the weight of each graded assignment.
 4. Instructors will require writing assignments other than quizzes and formal exams.
 5. Plagiarism is both intellectual theft and academic dishonesty and will not be tolerated. Any work that is plagiarized could result in failure of the course. See the Student Handbook.
- C. Remediation
This is left to the discretion of individual instructors. Some instructors permit students to re-write major writing assignments. Students needing assistance with writing problems are encouraged to contact the instructor. Assistance is also available through the Writing Centers located at most campuses.
- D. Grading Scale

A = 90 – 100	I = Incomplete
B = 80 - 89	W = Withdrew or Withdrawn
C = 70 - 79	
D = 60 - 69	
F = below 60	

V. Disability Statement (Americans with/Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.