

**RARITAN VALLEY COMMUNITY COLLEGE
ACADEMIC COURSE OUTLINE**

**ENGL 236
English Literature: Romantic Period to the Present**

I. Basic Course Information

A. Course Number and Title: ENGL 236 English Literature: Romantic Period to the Present

B. New or Modified Course: Modified

C. Date of Proposal: Semester: Spring Year: 2020

D. Effective Term: Fall 2020

E. Sponsoring Department: English

F. Semester Credit Hours: 3

G. Weekly Contact Hours: Lecture: 3
 Laboratory: 0
 Out of class student work per week: 6

H. Prerequisites: ENGL 111 English Composition I

I. Laboratory Fees: None

J. Name and Telephone Number or E-Mail Address of Department Chair and Divisional Dean at time of approval: Susan Arvay: susan.arvay@raritanval.edu; Patrice Marks: patrice.marks@raritanval.edu

II. Catalog Description

Prerequisite (s): ENGL 111 English Composition I. This course introduces students to some of the major texts and themes in English literature from the late 18th century to the present. Writers ranging from ones such as William Wordsworth, Olaudah Equiano and Mary Shelley to Joseph Conrad, Virginia Woolf and Kazuo Ishiguro will be approached in relation to important historical, political, and social issues raised in their work. Various forms of literature will be studied, from poetry and fiction to political essays and plays. Topics may include, but are not limited to, ones such as the following: the American and French Revolutions, nature and natural law, slavery, gender and sexuality, science vs. religion, class consciousness and Industrialism, and the British Empire and its legacy. The Honors Option is available for this course.

III. Statement of Course Need

- A. English Literature: Romantic Period to the Present provides students with an opportunity to gain knowledge of major writers in English literature during this period and their impact on world literature. It is a course typically featured in college English departments and meets the requirements of the College's general education goals as well as the English Department's Associate of Arts degree in English. The course transfers to four-year programs as an English elective, a general education elective, or a free elective. English Literature: Romantic Period to the Present provides a foundation for students who choose to major in English or other areas of the Liberal Arts or Humanities.
- B. This course does not have a lab component.
- C. This course generally transfers to four-year programs as an English elective, a general education elective, or a free elective.

IV. Place of Course in College Curriculum

- A. Free Elective.
- B. This course serves as a General Education course in the Humanities/English Literature.
- C. This course meets a Category A elective requirement in the English AA degree.
- D. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website. b) for all other colleges and universities, go to the individual websites.

V. Outline of Course Content

Sample Course Structure: Themes and Writers:

1. The Spirit of Romanticism and the French Revolution: William Blake, Robert Burns, Thomas Paine
2. Abolition and Slavery: Olaudah Equiano, Mary Prince
3. The Rights of Women: Mary Wollstonecraft, Charlotte Brontë
4. Nature, Creativity and Individualism: William Wordsworth, Dorothy Wordsworth, Samuel Taylor Coleridge
5. Romanticism and Rebellion: Percy Bysshe Shelley, Charlotte Smith
6. Science and Religion: Mary Shelley, Charles Darwin
7. Class Consciousness and Industrialism: Thomas Carlyle, Charles Dickens, Thomas Hardy
8. "The Woman Question": Jane Austen, Charlotte Brontë
9. The Great War: Confronting the Modern: Rupert Brooke, Wilfred Owen, Isaac Rosenberg
10. Modernism: James Joyce, Virginia Woolf
11. Images of Colonial History: Joseph Conrad, Jean Rhys

12. Gender and Sexuality: Katherine Mansfield, E.M. Forester, D.H. Lawrence, Bernardine Evaristo
13. World War II and the End of Empire: Sir Winston Churchill, Ngugi wa Thiong'o, George Orwell
14. Postmodernist Views of British Identity: Harold Pinter, Caryl Churchill, Zadie Smith
15. Postcolonial Poets: Derek Walcott, Seamus Heaney
16. Migration/Immigration: Buchi Emechta, J.J. Bola

VI. General Education and Course Learning Outcomes

A. General Education Learning Outcomes:

At the completion of the course, students will be able to:

1. Analyze English literary texts within their historical and social contexts, both orally and in writing (GE-NJ1, 6, 7, *)
2. Use textual evidence to support logical and persuasive claims in writing (GE-NJ 1, 6, *)
3. Demonstrate how writers' responses to historical events and social structures are influenced by their time, culture, and perspective (GE-NJ 7, *)

(*Embedded critical thinking)

B. Course Learning Outcomes:

At the completion of the course, students will be able to:

1. Describe key characteristics of English literature from the Romantic Period to the present.

C. Assessment Instruments

1. lecture/discussion
2. small-group work
3. guest speakers
4. student oral presentations
5. student collaboration
6. independent study
7. regular writing activities
8. research papers
9. essays
10. journals
11. response papers
12. discussion questions

13. exams

VII. Grade Determinants

- A. essays that communicate effectively in standard English with attention to grammar, mechanics, and the finer points of style
- B. projects
- C. exams
- D. presentations
- E. discussion questions
- F. reading quizzes
- G. class participation
- H. journals
- I. response papers

Primary format, modes, and methods for teaching and learning that may be used in the course:

- A. lecture/discussion
- B. small-group work
- C. student oral presentations
- D. student collaboration

VIII. Texts and Materials

Suggested Texts:

- A. An anthology of literature from the Romantic Period to the Present (e.g. anthologies published by Longman, Norton, or Bedford/St. Martin's)
- B. Mary Shelley, *Frankenstein*
- C. Jane Austen, *Emma*
- D. Charlotte Brontë, *Jane Eyre*
- E. Emily Brontë, *Wuthering Heights*
- F. George Bernard Shaw, *Pygmalion*
- G. Jean Rhys, *Wide Sargasso Sea*
- H. Thomas Hardy, *Tess of the D'Urbervilles*
- I. E.M. Forster, *Maurice*
- J. Graham Greene, *The Power and the Glory*
- K. Hanif Kureishi, *My Beautiful Laundrette*
- L. Buchi Emecheta, *Second-Class Citizen*
- M. Kazuo Ishiguro, *The Remains of the Day*
- N. Films and videos, when appropriate, to enhance study of given work

Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.

IX. Resources

Students will need to use library databases and other library resources for critical research assignments if the individual instructor chooses to assign a research project.

X. Honors Options

Definition: Prerequisites: Minimum GPA of 3.5 or permission of the instructor. According to the Honors Council, an Honors course is one that enriches and challenges students beyond a course's regular scope and curriculum. An Honors course will offer a sophisticated use of research, introduce intellectually stimulating readings and critical perspectives, promote a higher level of critical discussion and written work, and encourage independent study projects, at the option of the instructor.

A. Educational Goals and Learning Outcomes:

In addition to the education goals and learning outcomes in Roman numeral VI, A and B listed above, a student should be able to:

1. Demonstrate an understanding of how and why a particular text “defines” the period in which it was written.
2. Demonstrate an elevated ability to research independently, find critical theory, and apply critical theory to a period, text or author.
3. Demonstrate the ability to apply appropriate critical theory to a period, text, or author in order to create an original understanding of that period, text, or author.

B. Honors Option Content:

A student who participates in ENGL 236 Honors Option will fulfill the following requirements:

1. Lead at least one in-class discussion in presentation form, providing historical content, author background, and any other essential information leading us toward discussion during that class period.
2. In addition to writing a standard research paper for the course, the option student will modify one of the short essays assigned to the rest of class; this modification will involve the use of minimal secondary sources (for example, one or two researched sources).
3. Conduct a semester long research project on a chosen period, author, or work, or theme relevant to the course.
4. Work independently with the instructor to discuss progress of the research project.

C. Assessment Instruments for Honors Option Work:

Honors Option students will be assessed for their ability to deliver the additional requirements:

1. Completing additional research
2. Completing a semester long research project

D. Grade Determinants for Honors Option Work:

In addition to quizzes, exams, and other homework assigned to the rest of the class, the final grade for students in the Honors Option will be based upon the students completing the four additional requirements described above.

E. Extra Resource Materials for the Honors Option:

In addition to the suggested textbook above, Honors Option students will be expected to read scholarly books and journals relevant to their semester long research project as well as preparation for a lead discussion.