SURVEY OF BRITISH LITERATURE: RESTORATION TO ROMANTICISM
ENG 205
4 Credits
No Prerequisites

Rationale for conversion: The conversion will give students greater opportunity to practice critical thinking and writing and to develop research skills by increasing the length and complexity of analytical writing assignments. A 5-7 page critical essay will be added requiring students to consult at least one outside source as research for the essay. Instruction includes introduction to print and non-print resources, such as digital collections, MLA (Modern Language Association) online data bases, web resources, and citations appropriate to topic. This course continues to meet all Bacc Core outcomes for Literature and the Arts and Western Culture.

The 4 credit version will:
• add research instruction (digital and print resources) appropriate to introductory study;
• add 5-7 page critical essay.

The core syllabus below is the three credit generic version, but outcomes and assignments are updated.

Course Description:
English literature presented in chronological sequence.

Student Learning Outcomes:
• Identify key authors and texts of the period (1830-2000)
• Analyze and identify central literary genres, conventions during the Restoration and Romantic period.
• Account for and explain historical trends and issues that affected the development of British literature and culture during this era.
• Demonstrate general skills in reading comprehension, critical thinking, literary analysis, research (digital and print sources) and academic writing in the humanities.

This course meets the requirements for bacc core courses in Literature and the Arts and Western Culture.

Learning Outcomes for Literature and the Arts:
1. Define, quote, or label significant works of literature.
2. Summarize, interpret or describe, from a historical perspective, the role of literature in society.
3. Demonstrate interrelationships or connections with other subject areas.
4. Recognize methods by which pattern and meaning are found.
5. Integrate and engage, through literature and the arts, one’s own and other cultures.
6. Develop expertise and sophistication in the conventions and techniques of literature, and also in critiquing those methods.
7. Demonstrate critical thinking about British literature and literacy traditions.
Learning Outcomes for Western Culture:
1. Describe the origins and evolution of important features of Western culture.
2. Differentiate and describe events, movements, ideas or artistic achievements of Western culture.
3. Demonstrate interrelationships or connections with other subject areas.
4. Analyze events, movements, ideas or artistic achievements of Western culture in a broad context.
5. Compare past and present British culture and institutions, and make future predictions.
6. Formulate a viewpoint on contemporary British society in all its institutional, social, and cultural complexity.
7. Demonstrate critical thinking about British literature in Western Culture.

Evaluation of student performance:
Students will demonstrate learning through:
participation (10%); mid-term exam (25%); essay (30%); final exam (35%)

Learning Resources:
The following texts are required for the course

Statement Regarding Disability Access Services:
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

Link to Statement of Expectations for Student Conduct:
http://oregonstate.edu/admin/stucon/achon.htm

Syllabus:

**Week One:** Introduction: From Neo-Classicism to Romanticism (with a few Revolutions along the way); Milton, *Paradise Lost* Books One and Nine

**Week Two:** Milton, *Paradise Lost* Books Eleven and Twelve

**Week Three:** Dryden, *MacFlecknoe*; Pope, *The Rape of the Lock*

**Week Four:** Gay, *The Beggar’s Opera*; Swift, selected poetry

**Week Five:** Montagu, selected poetry; Johnson, selected essays; Goldsmith, “The Deserted Village”

**Week Six:** Mid-Term Exam; Blake, *The Marriage of Heaven and Hell*
Week Seven: Wordsworth, selected poetry

Week Eight: Coleridge, Smith, and Robinson, selected poetry

Week Nine: Byron, *Manfred*; Scott, “Wandering Willie’s Tale”

Essays Due

Week Ten: Shelley and Keats, selected poetry

Final Exam scheduled during exam week.

Assignment: Write a 5-7 page critical essay on one or more of the readings we’ve covered this term. The essay should incorporate outside research (digital and print resources): please consult at least one secondary source relating to your topic. This may be another work contemporary with your text or a current critical appraisal of your chosen text. As usual, please consult the general guide for evaluating essays as given below:

General criteria for evaluating essays: 1) Ideas: the strength and thoughtfulness of the essay's concerns. 2) Focus: the care and reasonableness with which the essay selects, adheres to, and supports its thesis. 3) Organization: the coherence and logic with which the essay presents its ideas (that is, do the sentences and paragraphs follow in an order that should make sense to the reader?) 4) Style: the essay's readability: are its language and sentence development appropriate for college-level prose? 5) Mechanics: adherence to conventions of spelling, punctuation, documentation, and other grammatical practices. 6) Appropriate use of research. Note: if you need help with mechanics, consult a handbook such as *The Harbrace College Handbook* or the *MLA Handbook for Writers of Research Papers*. 