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 outcomes for Literature and the Arts and Western Culture.

The 4-credit version will:
- add research skills (digital and non-print sources) appropriate to introductory study
- add 5-7 page critical essay.

The core syllabus is the generic three credit version, with outcomes and assignments updated.

Course Description:
English literature presented in chronological sequence. Baccalaureate Core Course. This course highlights major literary works produced in Britain after the Romantic Period until the end of the twentieth century. We will discuss the predominant literary figures of the Victorian Age in light of the historical influences of the latter two-thirds of the nineteenth century, with special emphasis on the novel as a literary genre, represented by Charles Dickens’s classic Great Expectations. We will then move to a consideration of British literature as a reflection of shifting views of national consciousness in a century marked by two world wars.

Student Learning Outcomes:
- Identify key authors and texts of the period (1830-2000)
- Analyze and identify central literary genres, conventions during the Victorian era and 20th century.
- 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 literary 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 western culture and institutions, and make future predictions,
6. Formulate a viewpoint on contemporary western society in all its institutional, social, and cultural complexity.
7. Demonstrate critical thinking about British literature in Western Culture.

**Evaluation of student performance:**
Two hour-long exams during the term (25% each), one brief class report and class participation (10%), one 5-7-page critical essay incorporating research from at least one secondary source (20%), and a final examination (20%). Each of the exams will include an out-of-class, 500-word essay assignment. Topics will be given at least a week before the exam.

**Texts:** Norton Anthology of English Literature, Vol. E: The Victorian Age; Vol F The Twentieth Century; Charles Dickens, Great Expectations, Norton.

**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](http://oregonstate.edu/admin/stucon/achon.htm)

**Syllabus:**

**Week One:**
Introduction

**Week Two:**
Charles Dickens, Great Expectations, Chs. 1-11: pp. 9-75.
Great Expectations, Chs. 12-24: 75-158.

**Week Three:**
Great Expectations, Chs. 25-37: 158-226
Great Expectations, Chs. 38-49: 227-301.

**Week Four**
Great Expectations, Chs. 50-59: 301-58.


Week Five:

First Exam

Week Six:

Week Seven:

Week Eight:

Second Exam

Week Nine:
George Orwell, “Politics and the English Language,” pp. 2378-79; 2384-93.

Week Ten:

Critical Essays Due--[This writing assignment is an addition to the current syllabus to justify the 4th credit hour]

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): 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.

Texts: Norton Anthology of English Literature, Vol. E: The Victorian Age; Vol F The Twentieth Century; Charles Dickens, Great Expectations, Norton.