

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: ENL 2012

COURSE TITLE: English Literature to 1750

PREREQUISITE(S): ENC 1101 with a grade of "C" or better

COREQUISITE(S): None

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

Lecture/Discussion:	3
Laboratory:	
Other _____:	

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE ALLOCATION: 35

CATALOG COURSE DESCRIPTION: This course introduces the main literary traditions from Beowulf through the Restoration and eighteenth century. It provides a study of the most characteristic writings of these periods, including exemplary men and women authors.

SUGGESTED TEXT(S): Any of the following or an equivalent substitute may be used:

Abrams, M.H., et al. The Norton Anthology of English Literature, Vol. 1. New York: W.W. Norton and Co Inc.

Damrash, David, et.al, The Longman Anthology of British Literature, Vol. 1, New York, Allyn & Bacon/ Longman

IMPLEMENTATION DATE: November 14, 1987

REVIEW OR MODIFICATION DATE: Fall Term, 1996 (971)
Fall Term, 2002 (20031)
Fall Term, 2004 (20051)
Fall Term, 2006 (20071)
Spring Term, 2007 (20072) - Gordon Rule Removed
Fall Term, 2008 (20091) - Outline Review 2007

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. <i>General Introduction to the Course (Review of History of Britain)</i>	3
II. <i>The Middle Ages</i>	10
III. <i>The Renaissance</i>	9
IV. <i>The Restoration</i>	7
V. <i>The Eighteenth Century</i>	7
VI. <i>Examinations and Special Projects</i>	3
VII. <i>Instruction in Writing the Literary Analysis Paper</i>	3
VIII. <i>Introduction to Literary Research & Scholarship</i>	3



Course Prefix and Number: ENL 2012	Semester Credit Hours: 3
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Discipline Area for the Course:			
<input type="checkbox"/> Communication	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Social & Behavioral Sciences	
<input checked="" type="checkbox"/> Humanities & Visual/Performing Arts	<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Other-Designated Option	

INTELLECTUAL COMPETENCIES:					
<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry	
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Information Literacy	<input checked="" type="checkbox"/> Ethical Judgment	<input checked="" type="checkbox"/> Working Collaboratively	

KNOWLEDGE	Primary	Secondary	N/A	VALUE	Primary	Secondary	N/A
A. Global and Historical Knowledge & Understanding				Intellectual honesty	<input checked="" type="checkbox"/>		
• Comprehends a general knowledge of the nature, origins and contributions of major civilizations	<input checked="" type="checkbox"/>			Curiosity and openness to new ideas	<input checked="" type="checkbox"/>		
• Comprehends the workings and interrelations of personal, business and government economies		<input checked="" type="checkbox"/>		Recognition of one's own creative potential	<input checked="" type="checkbox"/>		
• Comprehends political, social and economic systems and their effects upon society	<input checked="" type="checkbox"/>			Acceptance of and respect for differences among people and cultures	<input checked="" type="checkbox"/>		
B. Cultural and Aesthetic Knowledge and Understanding							
• Comprehends the contributions of the arts and humanities to the human experience on a personal, national or global level	<input checked="" type="checkbox"/>			Civic Engagement		<input checked="" type="checkbox"/>	
• Comprehends the historical development of the arts and sciences	<input checked="" type="checkbox"/>			Lifelong Learning	<input checked="" type="checkbox"/>		
• Comprehends religious and cultural systems and their effects upon society	<input checked="" type="checkbox"/>						
C. Human Awareness and Understanding							
• Comprehends the dynamics of human behavior and the process of increasing self-awareness, growth and development	<input checked="" type="checkbox"/>						
• Comprehends the stages of human development and the dynamics of human relationships in diverse cultures	<input checked="" type="checkbox"/>						
• Comprehends the factors that promote physical, mental and social well-being		<input checked="" type="checkbox"/>					
D. Mathematics, Science and Technology							
• Comprehends the basic concepts and investigative processes of the natural sciences			<input checked="" type="checkbox"/>				
• Comprehends the breadth, significance and development of the mathematical sciences			<input checked="" type="checkbox"/>				
• Comprehends the ways science and technology have shaped and continue to reshape human cultures and the environment		<input checked="" type="checkbox"/>					

Name of Person Completing This Form: Margo Martin, Betsy Griffey

Signature: _____ Date: 11/02_____



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Learning Outcomes

Method Of Assessment

	Learning Outcomes	Method Of Assessment
1	Students must demonstrate an understanding and appreciation of British literature in its historical context within the various periods (i.e., Anglo-Saxon, Medieval, Renaissance, Restoration, and the Eighteenth Century).	Students must compose several revised, typed essays in which they demonstrate an understanding and appreciation of British literature.
2	Students must identify major literary figures in these periods of British literature.	Written responses, quizzes, examinations, and essays should demonstrate student knowledge in this area.
3	Students must analyze and evaluate, both in class discussions and in writing, selected works of literature.	Students may prepare an oral presentation about one or more works of literature.
4	Students must identify major genres of literature from the period and be able to analyze literature in terms of its generic components.	Written responses, quizzes, examinations, and essays should demonstrate student knowledge in this area.
5	Students should be familiar with and be able to respond to the critical issues regarding major works.	Written responses, quizzes, examinations, and essays should demonstrate student knowledge in this area.
6	Students should be aware of important changes in the English language and n textual production over the centuries and how these impact our study of the tests.	Written responses, quizzes, examinations, and essays should demonstrate student knowledge in this area. Translation is not a goal of this course.
7	Students must demonstrate an understanding of the goals of the literary research paper.	At least one writing assignment should require research.
8	Students must demonstrate the ability to handle research with academic integrity.	At least one writing assignment should require research.
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Name of Person Completing This Form: Laura Jeffries, PhD

Date: 11/15/2007