



LIT-231: ENGLISH LITERATURE: 1775 TO PRESENT

Also listed as: LIT-231H

Effective Term

Fall 2027

BOT Approval Date

06/11/2026

Discipline

LIT - Literature

Course Number

231

Course Title

English Literature: 1775 to Present

Short Title

Lit 1775 to Present

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

No



Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

LIT-231H

C-ID (Admin Only)

C-ID ENGL 165

CB 00

CCC000600827

Course Title

Honors English Literature: 1775 to Present

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID ENGL 165

Catalog Description

This course chronologically surveys English writing from 1775 to the present, examining texts written by a wide range of authors from diverse backgrounds. Texts will be examined in light of their literary, political, religious, social, cultural, and historical contexts.



Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

ENGL-C1000 (with a grade of C or better).

Codes

TOP Code (CB 03)

1501.00 - English

CIP Code

23.0101 - English Language and Literature, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
English (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS C - Humanities

Cal-GETC Areas

Approved Cal-GETC Area

AREA-3B

Learning Objectives

Learning Objectives

Learning Objective
1. Compare diverse authors, works, themes, and genres of English writing from 1775 to the present, exploring how diverse writers' perspectives reflect and respond to historical, cultural, and social contexts, including issues of identity, power, and marginalization.
2. Analyze the evolution of English literary traditions, genres, and styles from 1775 to the present.
3. Evaluate primary literary texts analytically and critically in the context of the social, political, philosophical, cultural, and aesthetic movements of English literary traditions from 1775.
4. Compose an original critical analysis of English literature from 1775 that adheres to MLA documentation guidelines and includes textual evidence from primary texts and perhaps secondary sources.
5. Formulate clear, effective, student-generated written responses to English literature from 1775 that employ a style which is appropriate to a college-level reading audience.
6. Compare and contrast literary interpretations with fellow students through discussion to collaboratively infer and construct student-generated knowledge of English literature since 1775.

Honors Objectives

1. Analyze a wide breadth of literary texts and historical context of English literature from 1775 to the present.
2. Apply literary criticism, theories, and cultural or historical contexts to cultivate a more nuanced understanding of the cultural, historical, and literary movements of the time period, with particular attention to issues of diversity, equity, inclusion, and accessibility.
3. Evaluate theoretical concepts by integrating them into course literature through written and/or oral discourse.

4. Formulate analytic writing that showcases advanced understanding of English literature, society, history, and culture from 1775 to the present.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will appreciate the beauty and relevance of English literary works since 1775.
2. Students will integrate evidence in support of an independent analysis of works of English literature since 1775..
3. Students will empathize with diverse points of view as expressed in English literature since 1775

Content

Course Lecture Content

The following topics will be surveyed in this course. Given the number of authors and texts which can be used to represent these topics, instructors may choose alternative representative authors and texts written in the English literary tradition from 1775 to present. Instructors may bring in secondary texts as well as full-length texts to introduce students to the periods of English literature being studied in this course.

1. Brief background on English literature prior to 1775
 - a. Medieval England
 - b. The Reformation and the English Renaissance
 - c. The Enlightenment
2. The Romantic Period [Late 18th century to c. 1830]
 - a. Revolution and Resistance
 - i. Industrial Revolution
 - ii. French Revolution
 - iii. Haitian Uprising
 - iv. American Revolution
 - v. Radical Press
 - b. Social reform
 - i. class and gender
 - ii. education
 - iii. abolitionist movements
 - c. Aesthetics and literary movements
 - i. Naturalism
 - ii. Transcendentalism and the sublime
 1. the Gothic
 2. the Lake Poets
 - iii. Theories of morality, rhetoric, and philosophy
 1. Theorists to Consider:
 - a. Adam Smith
 - b. Mary Wollstonecraft
 - c. Thomas Reid
 - d. David Hume
 - e. Hannah More
 - d. Mass readership and diverse authorship
 - i. The emergence of the public sphere
 - ii. Anonymity and publication
 - iii. Expansion of Periodical Press
 1. Women editors
 2. Women writers
 3. Gendered documents and genres such as but not limited to women's magazines, etiquette books, cookbooks, education magazines, and commonplace books.
 4. Publications by people of color
 5. Serialization
 6. Genre expansion

- a. Novels
 - i. Epistolary novels
 - ii. Novellas
- e. Revived Medievalisms
- f. Readings to consider:
 - i. Ignatius Sancho's *The Letters of the Late Ignatius Sancho, an African*
 - ii. Olaudah Equiano's *The Interesting Narrative of the Life of Olaudah Equiano*
 - iii. Mary Wollstonecraft's "A Vindication of the Rights of Woman"
 - iv. Anna Laetitia Barbauld's "The Rights of Women"
 - v. William Wordsworth's poems, such as "I wandered lonely as a cloud," "The world is too much with us," or "Elegiac Stanza"
 - vi. Samuel Taylor Coleridge's "The Rime of the Ancient Mariner" or "Kubla Khan"
 - vii. A Jane Austen novel, such as *Sense and Sensibility*
 - viii. The later Romantics:
 - 1. Felicia Dorothea Hemans' "The Indian Woman Death-Song"
 - 2. Lord Byron's "Don Juan"
 - 3. Percy Shelley's "Ozymandias"
 - 4. Mary Shelley's "The Last Man"
 - 5. John Keats' "Ode to a Grecian Urn"
- 3. The Victorian Age [c. 1830-1901]
 - a. Queen Victoria and Victorian Values
 - b. Major Scientific and Philosophical Contributions
 - i. Readings to consider:
 - 1. John Stuart Mill's "On Liberty"
 - 2. "The Subjection of Women" from Darwin's *Origins of Species*
 - 3. Thomas Huxley's "Science and Culture"
 - c. Industrialization, Transportation, and Economic Distress
 - i. Readings to consider:
 - 1. selections from Charles Dickens
 - 2. selections from Frederick Engels
 - d. Visual Art in Literature
 - i. Readings to Consider
 - 1. Robert Browning's "My Last Duchess," "Fra Lippo Lippi," and/or "Andrea del Sarto"
 - 2. Ruskin's "A Definition of Greatness in Art"
 - 3. The Pre-Raphaelites
 - a. Dante Gabriel Rossetti's "The Blessed Damozel"
 - b. Christina Rossetti's "Goblin Market"
 - c. Algernon Charles Swinburne's "Hymn to Prosperpine"
 - e. Empire, Abolishment, and National Identity
 - i. Readings to Consider
 - 1. Rudyard Kipling's "White Man's Burden"
 - 2. Mary Prince's *The History of Mary Prince*
 - 3. Lord Tennyson's "Opening of the Indian and Colonial Exhibition in by the Queen"
 - f. Popular Genres
 - i. Victorian Erotica, Pornography, and the Underground Book Trade
 - ii. Crime
 - 1. Penny Dreadfuls
 - 2. Police Gazettes
 - iii. Horror
 - 1. Readings to Consider
 - a. George Eliot's "The Lifted Veil"
 - b. Oscar Wilde's *The Picture of Dorian Gray*
 - c. Robert Louis Stevenson's *Strange Case of Dr. Jekyll and Mr. Hyde*
- 4. The Twentieth Century
 - a. Early 20th Century
 - i. Gender, Sex, and Sexuality
 - 1. Suffrage
 - 2. Gay Rights Advocacy

- ii. Structuralism, Modernism, and Psychology
 1. Style and Language
 2. Gender Roles
 3. Irish-English Conflicts
 4. Class issues
- iii. War and Nationalism
- iv. Readings to Consider
 1. Wilfred Owen's "Anthems for Doomed Youth" and "Dulce et Decorum Est"
 2. Virginia Woolf's "The Mark on the Wall"
 3. Edward Carpenter's *The Intermediate Sex*
 4. William Butler Yeats's "The Stolen Child," "The Lake Isle of Innisfree," "Adam's Curse," "Sailing to Byzantium" or other selected poems
 5. Virginia Woolf's "A Room of One's Own" or a novel, such as *Mrs. Dalloway*
 6. T.S. Eliot's "The Love Song of J. Alfred Prufrock" or "Wasteland"
 7. Katherine Mansfield's "The Garden Party"
 8. W. H. Auden's "The Unknown Citizens"
 9. Orwell's "Politics and the English Language"
 10. James Joyce novel, such as *Portrait of an Artist as a Young Man*
- b. 1950 to the present
 - i. Post-Modernism
 - ii. Eco-Criticism
 - iii. Nationalism, Race, and Language
 - iv. Diaspora
 - v. English Colonialism, Immigration, and Brexit
 - vi. Modern Genres
 1. Graphic novels
 2. Metafiction
 - vii. Readings to consider:
 1. J.M. Coetzee's *Disgrace*
 2. Salman Rushdie's *Shame*
 3. Hanif Kureishi's "My Son the Fanatic"
 4. Seamus Heaney's "Punishment"
 5. Doris Lessing's "To Room Nineteen"
 6. Zadie Smith's "Dead Man Laughing"
 7. Andrea Levy's "Back to My Own Country"
 8. Vanessa Kisuule's "Hollow"
 9. Bhanu Kapil's "Pilgrimage"
 10. Jason Allen-Paisant's "Going Still"
5. Critical Analysis and Writing about Literature
 - a. Close Reading and Literary Analysis
 - b. Critical Approaches to Literature
 - c. Engaging with textual evidence to support literary analysis
 - d. MLA Format
 - e. Citation and Academic Integrity

Honors Content

The topics in the honors component will mirror those covered in the regular section of LIT 231; however, honors students will also be required to:

1. Conduct research and study additional texts and topics to develop deeper contextual awareness and knowledge of English literary traditions since 1775.
 - a. Students will conduct independent research, in addition to reading assigned texts, employing both primary and secondary sources, while developing advanced research methodologies and integrating interdisciplinary perspectives.
 - i. For example, topics might include but are not limited to examining the relationship between late 18th century English literature and Enlightenment philosophy, exploring emerging feminist writers in the Victorian period, or studying the impact of the World Wars on 20th century novels.
2. Practice deeper analysis in writing and discussion.

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- a. Enhanced writing and communication skills will be fostered through instructor and/or peer-reviewed essays and formal presentations, and with honors students taking on active roles in discussions and workshops.
 - 3. Learn to apply advanced theoretical frameworks.
 - a. Honors students will engage with contemporary criticism, such as postcolonial theory or eco-criticism, applying these to both additional and assigned texts to deepen their understanding of English literature and culture from 1775 to the present.
 - i. For example, topics might include but are not limited to apply post-colonial theory to diasporic experiences in 21st century English literature, focusing on the poetry of Jason Allen-Paisant.

Methods of Instruction

Method

Discussion

Integration

Full class and small group discussions may be used to deepen student comprehension of English literary texts since 1775 and to possibly provide ideas for in-class and outside of class essays.

DE Adaptations for MOI

Student discussions of genre, language, and historical context of primary texts written in the English literary tradition since 1775 will take place via accessible discussion boards and small group chats in the CMS. All materials will meet ADA standards, including screen-reader compatibility and accessible formats, ensuring an inclusive environment for all participants.

Method

Film/video Viewing and Discussion

Integration

Captioned and accessible videos/films/slides/audio tapes which provide visual/audio representations of literary and/or historical course material may be shown in class to enhance comprehension of English literature since 1775, followed by instructor-guided interpretation, analysis, and comparison and student discussion.

DE Adaptations for MOI

Captioned and accessible videos/films will be available through the CMS. Instructor-led analysis and discussion will take place via discussion board posts or accompanying electronic documents.

Method

In-class Exercises

Integration

In-class written responses may be used to help students to analyze, synthesize, and interpret the literature they have read and help to further class discussion.

DE Adaptations for MOI

Written responses will be submitted through the CMS via discussion boards, quizzes, or designated assignment uploads, allowing for timely feedback and interaction. All materials will be accessible and comply with ADA standards.

Method

Lecture

Integration

Lecture will be used to teach the historical context of diverse authors and texts in the English literary tradition since 1775 and the context of their literary, geographical, religious, ideological, and political environment.

DE Adaptations for MOI

Lectures will be delivered via the CMS using accessible, captioned videos; slide shows; or written narratives. Instructors may record lectures with captioned technologies and upload them to the CMS. Slide shows will offer lecture content in audio, visual, and text formats, while written narratives will provide the content in text form.

Method

Projects

Integration

Projects in which students individually or in groups present a critical analysis of the work under discussion and/or a summary and discussion of the reading in terms of the author's historical, biographical, and literary significance.

DE Adaptations for MOI

Student projects can be presented through discussion boards in the CMS with slides, video conferencing, or posted videos, ensuring all videos are captioned and accessible. Collaboration may take place on the class discussion board for instructor oversight.

Additional Methods of Instruction for Honors

Method: Meetings with the Instructor (Required)

Integration: Students will meet with the instructor a minimum of three times, individually or as a small group of Honors students, to discuss course readings, present research and hone arguments, and/or discuss enrichment assignments. For honors sections with multiple students, guided small group discussions in the honors course may be organized to enable students to analyze and interpret assigned readings to gain a deeper understanding of English literature and culture since 1775. For sections with only one student, these discussions can be conducted with the instructor. These discussions can also cover student progress on research projects and workshop papers through peer-reviews of assignments related to the research project.

Method: Oral Presentations

Integration: Oral presentations will provide honors students the opportunity to present their research projects to their honors colleagues or the regular class to facilitate the development of their presentation and communication skills.

Methods of Evaluation**Method**

Exams/Tests

Integration

Exams, including but not limited to essay, multiple choice, identification, or short answer questions, can be used to assess students' ability to identify the contextual influences in English literature, to identify and examine literary genre and techniques, and to make thematic connections between texts across historical periods since 1775.

DE Adaptations for MOE

Exams, including but not limited to essay, multiple choice, identification, or short answer questions, may be given via the CMS to assess students' ability to identify the contextual influences in English literature since 1775, to identify and examine literary genre and techniques, and to make thematic connections between texts across historical periods since 1775. Exams will be evaluated and timely feedback will be provided via rubrics, written feedback, and/or accessible audio-visual feedback in the CMS.

Method

Class Work

Integration

Class work, such as reading questions, self-reflections, and/or reading activities covering English literature since 1775, can be assigned as a formative method to evaluate students' comprehension of the texts assigned and understanding of the influence of generic, historical, and other diverse contexts. Class work will be assessed for quality and quantity of participation.

DE Adaptations for MOE

Class work, such as reading questions, self-reflections, and/or reading activities covering English literature since 1775, can be assigned through the assignment feature in the CMS as a formative method to evaluate students' comprehension of the texts assigned and understanding of the influence of generic, historical, and other contexts. Class work will be assessed for completion and accuracy. Classwork will be evaluated and timely feedback will be provided via rubrics, written feedback, and/or accessible audio-visual feedback in the CMS.

Method**Papers****Integration**

Papers will be used to assess a students understanding of and engagement with English literature and its many contexts and perhaps secondary sources. Students' papers will engage with topics that explore the diverse racial, sexual, gendered, class, and linguistic literature in English since 1775. Students will be assessed based on arguments as articulated in their thesis statements, analysis of a diverse breadth of primarily English literary texts since 1775, cohesion and organization, logical support, integration and synthesis of source material, clarity of ideas, adherence to formatting and citation conventions, and research (where applicable).

DE Adaptations for MOE

Papers will be submitted to the CMS and assessed therein. Timely feedback will be given via the CMS using rubrics, accessible audio-video feedback, and/or marginal annotations/in line comments in the document to assess a students understanding of and engagement with early English texts and perhaps secondary sources. Students will be assessed based on arguments as articulated in their thesis statements, analysis of primary English literary texts since 1775, cohesion and organization, logical support, integration and synthesis of source material, clarity of ideas, adherence to formatting and citation conventions, and research (where applicable).

Method**Class Participation****Integration**

Class participation via collaborative learning and discussion of English literature since 1775 and it many contexts will be evaluated based on students' quantity and quality of participation.

DE Adaptations for MOE

Class participation via discussion boards in the course management system will be evaluated based on the quantity and quality of participation and the students' ability to address prompts (when appropriate). Timely feedback will be provided in the CMS. Rubrics, written feedback, and/or accessible audio-visual feedback in the CMS may be used to assess student discussions.

Evaluation of Honors assignments

To receive honors credit, students must successfully complete regular course and honors enrichment assignments (including but not limited to participation in out-of-class discussions, essays, and research). The enrichment assignments will be assessed according to standards for LIT 231 students. In addition, the instructor will evaluate the honors students' work based on the depth of analysis and insight, originality and engagement with scholarship, the types and utilization of outside sources, and the effectiveness of communication, displayed through sophisticated writing. Students will also be evaluated on their participation in the required meetings and for the quality of their presentation. The presentation will be evaluated for nuance and sophistication of argument, audio-visual presentation of the argument and research, organization and coherence, and quality of research. Meetings with the instructor will be evaluated based on preparedness and participation.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Create an infographic based on the novel *The Woman in White*. The thesis must approach the novel from one of three critical lenses: colonialism, modernism, or postmodernism. The infographic must advance an original argument, using excerpts from the novel and research, as well as images to support the argument. The infographic must be accompanied by an annotated bibliography of

at least 6 college-level/scholarly sources, where students, at the very least, summarize each source, explain each source's tie to the infographic and the argument, and explain each source's credibility.

How assignment will be adapted in online format

Submit your infographic to your group's Infographic Discussion Board in the course CMS along with 2 questions for your peers' to engage with as they analyze your infographic.

Make sure to respond your group members in the group discussion board as well!

Feedback will be provided using the tools in the CMS.

Discussions will be evaluated for engagement with students' infographic and questions. Instructor will then evaluate submissions using the CMS grading tools in a timely manner.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

With a small group (4-5 students), review your reading annotations for Christina Rossetti's "Goblin Market," and then propose an adaptation of the text for 21st-Century audiences.

Your proposal should include the following:

- Media Format (Streaming Video Miniseries, YA Novel, Dramatic Podcast, Horror Film, etc.)
- Main Characters to be included (Are you expanding the cast? Cutting characters? If you're proposing a format that includes actors, do you have casting suggestions?)
- Key scenes to be included (Which scenes are vital to the story? Are you adding additional scenes? Are you cutting or changing any scenes?)
- Core Audience for the Adaptation (Would you expect this adaptation to be popular within certain age groups or genders? Is this adaptation targeting fans of other specific popular media? Is this adaptation responding to specific cultural touchstones?)

Groups will orally present their proposals to the class. Successful proposals will demonstrate deep and thorough connections between the original text and the proposed adaptation and will be supported by clear and convincing explanations.

How assignment will be adapted in online format

Submit your proposal and a 3-5 minute accessible and captioned video explaining the proposal to your group discussion board in the CMS. In the video, end with a couple questions for your group members to engage with. Make sure to respond to your group member's proposals and videos as well!

The proposal and video will be evaluated for completion and clarity. Discussions will be evaluated for breadth and depth of engagement with peers. Instructor will evaluate submissions using the CMS grading tools in a timely manner.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Unit 1 Exam: This exam includes three questions, and you will choose two of three to answer. In each of your two answers, develop at least 2 paragraphs, for a total of at least 4 paragraphs for the entire exam. You can write more, but do not write less. You will have the class session to complete the exam. This exam is open book and open note.

1. In two or more well-developed and textually supported paragraphs, examine how two or more texts from the Romantic period that we covered as a class address the social inequalities of the late 18th and early 19th centuries in England. What arguments are being made in these texts about human rights, and how does this reflect changes in values and attitudes during this literary period? Do not choose the same texts you explored in any other question. Make sure the texts and ideas being explored are clearly different than what you discuss elsewhere in this exam.

2. In two or more well-developed and textually supported paragraphs that use Mary Shelley's *Frankenstein* and one or more poems from the Romantic Period that we covered in class, analyze how one (and only one) of the following themes are depicted throughout the romantic period: the impact of mediation in storytelling; imagination and human creation in connection to the desire for remembrance/continuance/preservation; science and the sublime; or nature and humans place in it. What does the depiction of your selected theme in these texts suggest about the attitudes, anxieties, desires, or values of some Romantic writers in late 18th and early 19th centuries? Make sure to connect your response to context. Do not use the same themes or texts covered in any other question. You must use Shelley's novel in this one.

3. In two or more well-developed and textually supported paragraphs, propose an interpretation of how one shared theme that represents Romanticism is presented in two to three poems from different authors from the Romantic period that we covered together as class. Analyze each poem's language to draw out differences as well as similarities, and explain what these poems collectively suggest about Romanticism as a literary movement. Essentially, make a case for why and how these two or more poems serve as representatives of Romanticism and its views of this theme. Do not choose the same theme nor the same texts you explored in any other question. Make sure the texts and theme being explored are clearly different than what you discuss elsewhere in this exam.

How assignment will be adapted in online format

You have 120 minutes to complete this timed-writing exam. This exam is open book and open note. You have to complete it in one sitting once you begin, so please come prepared. Please make sure to type directly into the textbox provided in the CMS assignment link, and to hit submit when you are done writing.

For this timed essay, please access this assignment via the assignment link in the course CMS and respond directly in the assignment textbox therein to answer two of the three questions in at least 2 paragraphs each, for a total of 4 or more paragraphs for the entire exam.

This assignment will be evaluated in the CMS, and feedback will be provided in a timely manner using the tools in the CMS.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Each day you will be responsible for bringing 1 page of notes with quotes to class with you (typed and printed or handwritten—not on a device). These will be notes on and direct quotes and summaries from the week's readings and materials. You should collect notes and quotes for each reading and/or video assigned for the week and combine them all in one page (back and front) to bring to class. To ensure that you are prepared, I encourage you to take these notes as follows for each source you read:

–Source Title and Author

–Date of Publication

–Era/Literary movement the text represents and/or the author is part of

–Summary of the text that highlights the central argument, plot summary, or main ideas

–3+ important quotes from the text with signal phrases and in-text citations with page numbers

–Interpretation of quotes/significance



These notes may be collected in class, though they often will not be; however, they will be referenced in class and necessary for the day's in-class activities. As such, the preparation you complete herein will help you earn points on your entrance writing activities. These will help you prepare for the daily entrance writing, so completing them benefits you individually and our class discussion as a whole.

How assignment will be adapted in online format

Using the annotations feature in the CMS, the student will annotate the week's assigned readings to highlight specific quotes therein and add marginal text comments summarizing main points and interpreting the quotes for their literary significance. The will be annotated and submitted via the CMS, and these readings may also be referenced in course discussion boards for group discussion.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

For this assignment you will write a 1,500 - 2,000 word essay that includes a full introduction paragraph, multiple body paragraphs, and a conclusion. It must meet and stay within the word count; do not exceed 2,000 words. It must also include in-text citations and a Works Cited page. The Works Cited page is not included in the word count.

Consider one theme that develops throughout the literature we have/will have covered throughout the class, such as but certainly not limited to education, nature, marriage/love, religious conflicts or dissent, colonialism, political strife, insiders/outside, sex/sexuality, censorship, death, murder, social hierarchy, power, war/battle, exploration, art, history and preservation, temptation, human creations/ imagination, storytelling, science and/or religion, etc. (there are many more themes that we talked about that would be worthwhile to explore; these are just suggestions). Once you have a topic, do the following:

Examine how the topic is presented in 3 to 4 texts that we covered in class that are from at least two different centuries [18th, 19th, or 20th]. All texts should be those we covered in class. In this examination, you must present a thesis that indicates how the texts make an argument about your topic that is contingent on the specific social, political, or historical context in which the text was written. Consider how the presentation of the topic in each text reflects the unique social, political, and historical context of the time period in which the text was written. You must use some of the contextual materials covered in class or conduct some research for this paper (no more than 2 external, peer-reviewed scholarly sources are allowed), but this research can only cover the social, historical, or political context(s) of the work; the research must not cover the texts themselves.

How assignment will be adapted in online format

Submit your completed essay to the course CMS as an accessible document.

Instructor will then evaluate submissions using the CMS grading tools in a timely manner. Essay will be graded within a timely manner

Honors Assignments**Assignment**

Students will complete all the requirements for the regular section of the course and will be graded based on the same criteria as other students. To receive honors credit, students must also complete the assignment in Area A and choose one option from Area B. Students may also be asked to complete options from Areas C and/or D.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

This general overview of the honors assignments stresses that students will conduct additional work beyond the scope of the non-Honors section of the course, increasing academic rigor.

Assignment

A. Honors students will deliver a conference-style presentation of their Option B research project to other honors students or the regular class, lasting 15 to 20 minutes, and may include a Q&A session. The presentation can take various formats, such as video, slides, lecture, or other forms agreed upon in consultation with the instructor.

Required or Optional

Required

Honors Core Values

Engagement
Leadership

Justify how the assignment reflects the Engagement Core Value

This assignment asks students to engage their peers in their research.

Justify how the assignment reflects the Leadership Core Value

This assignment asks students to present and lead a discussion in class.

Assignment

B. Honors students will also compose an original research paper such as those explained below. Whichever option the student chooses, the Honors paper must include at least six secondary sources and the paper must present an original argument that engages with and expands upon current scholarship. Honors students must submit a draft of the paper based on an interpretation of the primary text alone before revising the paper to include secondary source information.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

This overview of the B area of the assignments asks students to compose an additional research paper beyond the scope of the non-Honors section of the course, increasing rigor and research skills.

Assignment

B1: Write an additional research paper, at least 8 pages in length, that presents an original, analytical, and persuasive argument based on a text not assigned to the class. The text must be selected or approved by the instructor. The student must locate and the paper must incorporate at least 6 scholarly sources. For example, a student might read Conrad's *Heart of Darkness*, research English colonialism, and analyze how Conrad critiques colonialism in the text.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

This research paper asks students to conduct and organize research.

Assignment

B2: Expand a required paper by at least 8 pages, conducting additional research on literary theory and/or the context of the primary text and incorporating at least 6 new scholarly sources to support your own argument. This research should further develop and refine the original ideas, leading to a more sophisticated argument. For example, a student might revise a term paper on social class criticism in Wilde's *The Importance of Being Earnest* by conducting research on the context of social class in late 19th century England and Ireland and/or on economic theories like Marxism or capitalism to deepen and support an argument about how the text addresses issues of class.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Students are asked to conduct more sophisticated research.

Assignment

B3: Write an additional 8-page paper on an instructor-approved topic that delves deeper into multiple pieces of literature from the period to trace a theme, locating and incorporating at least 6 scholarly sources. For example, a student might analyze the depiction and function of monsters, monstrosity, or the monstrous in various Victorian English texts, or apply a literary theory, such as Foucault's Panopticism, to an English text like Orwell's 1984.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The honors paper will challenge students' academic skills, teaching them how to enter a scholarly conversation to extend, challenge, and/or say something new on a topic from the course.

Assignment

B4: Create a visual representation of a collection of English literary works since 1775, such as but not limited to an iconographic, to develop an expansive investigation of a topic of inquiry and propose a unique argument about said topic. The visual representation must include excerpts of English literature since 1775, secondary research to contextualize the argument being made, and images that deliver a clear message. The visual representation must be research-driven, requiring an accompanying annotated bibliography that includes summaries and evaluations of 6 or more scholarly sources. Lastly, a 2 or more page analysis of the rhetorical choices made in the visual representation will be developed to justify the student's choices in the project. Topics might include an exploration of the depiction of science in 18th and 19th century English women's magazines to trace how science and publishing inform one another and how women's engagement with science through publishing challenge and reify traditional notions of English gender norms.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

The inclusion of a scholarly annotated bibliography encourages research and rigor.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

This project fosters creative thinking.



Assignment

C. Honors students may participate in additional discussions of readings and/or reviews and discussion of drafts of portions of the research project with fellow honors students or the instructor.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Adding scaffolded steps in the research process hones research skills and develops deeper reading comprehension.

Assignment

D. Honors students may be asked to engage with and respond to additional readings or adaptations or screenings of English literary works since 1775. Students may be asked to submit written responses, accessible video responses, or other types of responses (such as but not limited to infographics, slides, or other visual representations) to these additional readings and/or screenings.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Engaging with additional texts from the period and/or renditions of these texts increases scholarly awareness of English literature and its impact in modern culture.

Course Materials

Textbooks

Stephen Greenblatt (General Editor), Harvard University, et al (2024). The Norton Anthology of English Literature, Vol. 2, 11th edition, ISBN978-1-324-06298-1

Jason Allen-Paisant (2023). Self Portrait as Othello. Carcanet Press. ISBN: 978-1800173101.

James Joyce (2012). Dubliners Penguin Classics. ISBN: 9780141199627

Class Size Information

Class Size

30

Class Size Category

D - Individualized instruction/group learning/student presentations 30

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Diversity is infused throughout the course content, assignments, and objectives. Works by historically marginalized persons, including people of color, women, and members of the LGBTQ community, are prevalent in the course content. Issues related to the oppression of people of color through enslavement and colonialism are covered in the topics and possible text selections in nearly every historical period covered in the course, but the course does not only include images of oppression; rather, it covers the contributions and victories of people of color and the colonized, such as including a section on people of color publishing while fighting for abolition and the expansion of voices in the diaspora in the 20th century. Women's right activists, editors, publishers, and authors are highlighted throughout the course, and diverse representation of sexuality and gender are also present, particularly toward the end of the 19th and through the 20th century. The objectives overtly stress diversity in texts and the need to explore identity, power, and marginalization in English literature since 1775, while the assignments cover diverse topics ranging from colonialism to human rights to sex and sexuality to class critique.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

A course objective related to collaborative learning was added to allow for more methods of instruction and evaluation beyond the traditional academic literary analysis essay. Collaborative learning via in class discussions and/or online discussion boards are now required (objective 6) to urge instructors to assess students on their learning and contributions as demonstrated beyond formal writing. Methods of instruction are written to include formative, low-stakes "in class" exercises that engage with a variety of learning styles. MOIs also include examples of how audio-video, textual, and student generated presentations can be used for instruction that engages with different learning styles. Creative assignments such as iconographs and creative adaptations allow students to demonstrate learning in a variety of ways, promoting equity. Assignments and MOEs demonstrate how some formative work can be assessed for completion and participation, providing low-stake opportunities to build confidence while learning new concepts and literary styles.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will engage in collaborative learning through in class discussions or online discussion boards using the CMS. Students will discuss the readings and engage with one another to learn various perspectives and deepen their understanding of texts. Students can work in small groups for "in class" exercises, whether in a traditional face to face classroom or through the CMS's group discussion features. Student may also be asked to participate in group projects, such as presentations or research assignments, to learn about the historical, social, political, and cultural context of English literature since 1775.

Explain how the course will incorporate instructor-to-student interaction.

The instructor will engage with students through accessible video conferencing software, in-class discussions and lectures, and/or discussion boards in the CMS to cover course content. Instructors will also provide feedback to individual students through in-line comments, accessible audio/visual feedback, and/or rubrics. This feedback will cover the student's reading, thinking, and writing skills and comprehension of English literature since 1775 and its many contexts and genres.

Explain how the course will incorporate student-to-content interaction.

Students will engage with content by reading primary text of English literature since 1775 and contextual materials that deepen understanding of said primary texts. Students will engage with English literature and contextual materials via the course CMS and/or in class. ADA compliant, accessible materials will be provided for students in class or online and/or available for purchase by the student. In addition to reading, students will watch and/or listen to course content, including accessible video, textual, and/or audio deliveries of the course materials. Historical and social context or video adaptations of primary texts, for example, can be covered via ADA compliant, accessible videos that are available online, shown in class or through accessible video conferencing software, and/or provided through a library streaming service.

Explain how the course will incorporate student-to-self interaction (metacognitive).

This course will ask students to question their assumptions about Englishness, English language, English history, and English literature and to relate the content from a different but at times overlapping culture to their lives. In the past 300 years, English literature has grown with the English empire, allowing the opportunity for students to consider how ideas circulate within a given culture as well as how international relations affect the ideas of a given culture and its contemporaries, as expressed in literature. Learning about England's literary, political, and cultural histories and how they intersect with America's can shed light on where many of the ideologies embraced in this country and possibly by our students come from. Students may be asked to write self-reflective analyses of their interpretations of texts and/or relate the content to modern issues. They might be asked to adapt older texts into modern translations and then to reflect on the significance of the changes made. Moreover, since avoiding anachronisms is crucially important in this course, students will have to self-reflect on their own contexts and how their contexts inform their reading of texts.

Key: 2022