| **PROFESSOR:**       | **PHONE NUMBER:**       |
| --- | --- |
| **OFFICE LOCATION:**       | **E-MAIL:**       |
| **OFFICE HOURS:**       | **SEMESTER:**       |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**ENL 2012 BRITISH LITERATURE AND CULTURE I, to 1780 (I) (3 CREDITS)**

This course is a survey of the literature of Great Britain as it is reflected and influenced culture from the beginnings of English literature until the late 18th century. This writing-intensive course requires a minimum of 4,000 words across multiple college-level, faculty-evaluated written assignments. If completed with a “C” or better, this course will be counted toward partial fulfillment of the Writing Intensive course requirements.

(I) International or diversity focus

1. **PREREQUISITES FOR THIS COURSE:** ENC 1101

**CO-REQUISITES FOR THIS COURSE:** None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

• Themes within the works of each period: Old English, Medieval, Renaissance, 17th century, Neo-Classic.

• Various genres used by different authors in the separate time periods (e.g., poem, drama, novel, short story, essay, etc.).

• Literary techniques represented in each period (e.g. sonnet, lyric, kenning, epic).

• Biographies of major writers of the time period (such as Chaucer, Shakespeare, Milton, Swift).

• Interrelationships between author, works, history and culture of the various periods.

• Various critical approaches for the understanding of the literature: historical, sociological, psychological, formalist, and mythopoeic/archetypal, and others.

1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an *integral* part in contributing to the student’s general education along with the general education competency they support.

*General Education Competency*: **Think critically about past, present, and future questions to yield meaning and value.**

Apply intellectual standards and critical thinking to confront issues central to the human experience. Evaluate, read widely in, and analyze the thinking of others through a variety of fiction and nonfiction genres across disciplines. Evaluate and consider new technologies and their effects on human life and the world. Improvise and seek out new ideas and solutions to complex problems in order to improve one’s own thinking and foster maturity of judgment. Employ ethical decision-making and develop sound arguments using critical thinking.

*Course Outcomes or Objectives Supporting the General Education Competency Selected:*

1. Students will define leading ideas and stylistic features of the British literary works studied. They will explain the thematic and stylistic connections among the works studied as well as how these ideas have changed over time.
2. Students must identify the important facts of the biographies of major British authors, and explain those authors’ distinct literary contributions to narrative and poetic forms.
3. Students will explicate how the selected British authors shaped and contributed to the intellectual diversity of our contemporary worlds as well as how these contributions fit into the broader framework of British literature and culture.

2.  Listed here are the course outcomes/objectives assessed in this course which play a *supplemental* role in contributing to the student’s general education along with the general education competency they support.

*General Education Competency*: **Communicate clearly in a variety of modes and media**.

Acquire communication and rhetorical literacy in order to speak and write effectively, express one’s knowledge, read critically, analyze rhetorically, and synthesize information, skills necessary to furthering one’s own educational and occupational goals. Understand, evaluate, and discuss rhetoric, argument, and persuasion in a variety of contexts. Critically examine evidence, interpret and integrate information, identify solutions and potential outcomes, and apply rhetorical and communication literacies to the real world.

*Course Outcomes or Objectives Supporting the General Education Competency Selected:*

1. Students will demonstrate the ability to compose arguments on a variety of literary topics within the genres of short fiction, poetry, and drama; the compositions will be substantial in length and increase in rhetorical complexity over the course of the semester.
2. Students must demonstrate continuing mastery of correct grammar, usage, and diction.
3. Students must analyze information within the style of academic prose writing, and, in general, develop their ability to join a scholarly conversation.

**B.** **In accordance with Florida Statute 1007.25 concerning the state’s general education core course requirements, this course meets the general education competencies for *communication*.**

* Students will demonstrate the ability to communicate effectively.
* Students will demonstrate the ability to analyze communication critically.
1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

| 90 - 100 | = | A |
| --- | --- | --- |
| 80 - 89 | = | B |
| 70 - 79 | = | C |
| 60 - 69 | = | D |
| Below 60 | = | F |

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)