

Inver Hills Community College

ENG 2222: British Literature: The Middle Ages to the Age of Reason

A. COURSE DESCRIPTION

Credits: 4

Lecture Hours/Week: 4

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites:

This course requires any of these seven prerequisite categories

1. READ 0093 - Reading College Texts (Minimum grade: 1.67 GPA Equivalent)
Or
2. READ 0093 - Reading College Texts (Minimum grade: 1.67 GPA Equivalent)
Or
3. READ 0094 - Reading Workshop (Minimum grade: 1.67 GPA Equivalent)
Or
4. READ 0094 - Reading Workshop (Minimum grade: 1.67 GPA Equivalent)
Or
5. A score of 78 on test Accuplacer Reading Comprehension
Or
6. A score of 250 on test Accuplacer NG Reading
Or
7. A score of 250 on test Accuplacer NG COMP Reading

Corequisites: None

MnTC Goals: Goal 02 - Critical Thinking, Goal 06 - Humanities/Fine Arts

Surveys British Literature from the Middle Ages through the Eighteenth Century. Authors include Chaucer, Spenser, Shakespeare, Donne, Milton, Swift, and Pope. Prereq: Placement into Eng 1108 or completion of both ENG 0099 and READ 0093/0094 with a grade of C or higher.

B. COURSE EFFECTIVE DATES: 08/23/2010 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Dominant themes, modes, images and figures (e.g the hero, love, the journey, irony, evil): 20%
2. Literary forms, including lyric, narrative, and epic poetry, drama, and the novel: 20%
3. Major authors and literary periods: The Middle Ages, Renaissance, Seventeenth Century, and the Restoration and Eighteenth Century: 60%

D. LEARNING OUTCOMES (General)

1. Define representative themes of the period's literature
2. Analyze formal and generic conventions representative of the period's literature
3. Apply appropriate critical approaches to works of the period
4. Describe the development of the period's literature within a larger cultural context, showing how concerns in literature reflect the changes, patterns and values of the cultures

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 02 - Critical Thinking

1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
4. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Goal 06 - Humanities/Fine Arts

1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Understand those works as expressions of individual and human values within an historical and social context.
3. Respond critically to works in the arts and humanities.
4. Engage in the creative process or interpretive performance.

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted