



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: British Literature after 1789

Course Number: 222

Credit Hrs. 3 Lecture Hrs. 3 Lab Hrs. 0 Clinical Hrs. 0 Variable Hrs. 0

Total Hours of Instruction: 3 Total Contact Hours: 52.8
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

Presents selected British prose, poetry and drama from the 1780s to the present time, with the intention of uncovering each work's meaning, its form, and its relationship to other literary works and historical events surrounding its creation and reception.

GENERAL EDUCATION DISTRIBUTION AREA: Humanities

Prerequisite (s): None

Co-requisite (s): None

Course Objectives:

- Identify major periods and writers of Romantic through modern British literature.
- Identify prevalent themes in British literature (Romantic through modern periods).
- Analyze formal structures in British literature (Romantic through modern periods).
- Develop a knowledge base of English literature with which to contextualize and understand other world literatures.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



North Central Michigan College Master Course Syllabus

PART 2:

Course Objectives and Linked Lumina DQP Outcomes

See **PART 3** of this syllabus for the complete language of each Lumina DQP outcome.

*Please identify the Lumina DQP outcome(s) supported by the course objectives. List each course objectives (from **PART 1**), followed by the corresponding Lumina DQP Outcome number(s) in parentheses.*

- Identify major periods and writers of Romantic through modern British literature. (DQP 1, 2, 5)
- Identify prevalent themes in British literature (Romantic through modern periods). (DQP 1, 2, 5, 15)
- Analyze formal structures in British literature (Romantic through modern periods). (DQP 2, 6, 7, 10)
- Develop a knowledge base of English literature with which to contextualize and understand other world literatures. (12)



North Central Michigan College Master Course Syllabus

Suggested Methods of Instruction:

Lecture, Collaborative Work, Whole-Class Discussion

Suggested Methods of Assessment and Evaluation:

Essays, Exams, Oral Presentations, Journals

Adopted Text at Time of Course Adoption/Revision: Varies depending on the selection of novels, essays, plays and poems

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

- Week 1: Introduction to Course and Methods
- Week 2: Blake and the Pre-Romantics
- Week 3: Romantic Poetry I
- Week 4: Romantic Poetry I
- Week 5: Romantic Poetry II
- Week 6: Romantic Poetry II
- Week 7: Victorian Prose
- Week 8: Victorian Poetry
- Week 9: Victorian Poetry
- Week 10: Victorian Novel
- Week 11: Victorian Novel
- Week 12: Victorian Novel
- Week 13: Fin-de-Siècle
- Week 14: World War I Poets
- Week 15: Contemporary British Literature
- Week 16: Contemporary British Literature

Part 1 & Part 2 approved by CRDAP on: 03 20 15

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:

Rev02/15



North Central Michigan College

Master Course Syllabus

PART 3:

LUMINA DQP OUTCOMES – Use this reference sheet for **PART 2** of Master Course Syllabus.

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012