

Glendale College  
**Course Outline of Record Report**

Course ID 002008  
 Revision - September 2025

## ENGL105 : Survey of English Literature from Anglo-Saxon Period to 1780

### General Information

Author:	<ul style="list-style-type: none"> <li>Sarah Schwendimann</li> <li>Ramos, Heather</li> </ul>
Course Code (CB01) :	ENGL105
Course Title (CB02) :	Survey of English Literature from Anglo-Saxon Period to 1780
Department:	ENGL
Proposal Start:	Fall 2026
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000139269
Curriculum Committee Approval Date:	09/24/2024
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	05/22/2024
Course Description and Course Note:	ENGL 105 is a survey course covering the development of English Literature from the Anglo-Saxon period to 1780. Students use literature to frame issues of freedom, equity, and social class, slavery and colonialism, and attitudes regarding gender and sexuality, as well as race and ethnicity. The course also emphasizes the evolution of cultural, religious, and political ideas in these areas.
Justification:	Content Change
Academic Career:	<ul style="list-style-type: none"> <li>Credit</li> </ul>
Mode of Delivery:	<ul style="list-style-type: none"> <li>In-Person</li> <li>Remote</li> <li>Hybrid</li> <li>Online</li> </ul>
Author:	No value
Course Family:	No value

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"> <li>English</li> </ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

### Course Development

**Basic Skill Status (CB08)**

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

**Course Special Class Status (CB13)**

Course is not a special class.

**Pre-Collegiate Level (CB21)**

Not applicable.

**Grading Basis**

- Grade with Pass / No-Pass Option

**Course Support Course Status (CB26)**

Course is not a support course

### General Education and C-ID

**General Education Status (CB25)**

Not Applicable

**Transferability**

Transferable to both UC and CSU

**Transferability Status**

Approved

**Cal-GETC**

Area 3B: Humanities

**Area**

Humanities

**Status**

Approved

**Approval Date**

09/02/2025

**Comparable Course**

No Comparable Course defined.

**GCC General Education Requirements**

Area 3: Arts and Humanities

**Area**

Arts and Humanities

**Status**

Approved

**Approval Date**

09/02/2025

**Comparable Course**

No Comparable Course defined.

**C-ID**

ENGL

**Area**

English

**Status**

Approved

**Approval Date**

02/16/2010

**Comparable Course**

ENGL 160 - Survey of British Literature 1

### Units and Hours

**Summary**

**Minimum Credit Units (CB07)**

3

**Maximum Credit Units (CB06)**

3

**Total Course In-Class (Contact Hours)**

54

**Total Course Out-of-Class Hours**

108

**Total Student Learning Hours**

162

**Credit / Non-Credit Options**

**Course Type (CB04)**

Credit - Degree Applicable

**Noncredit Course Category (CB22)**

Credit Course.

**Noncredit Special Characteristics**

No Value

**Course Classification Code (CB11)**

Credit Course.

Variable Credit Course

**Funding Agency Category (CB23)**

Not Applicable.

Cooperative Work Experience Education

Status (CB10)

**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

**Course Student Hours**

<b>Course Duration (Weeks)</b>	18
<b>Hours per unit divisor</b>	0
<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Studio	0
<b>Total</b>	54

**Course Out-of-Class Hours**

Lecture	108
Laboratory	0
Studio	0
<b>Total</b>	108

**Time Commitment Notes for Students**

No value

**Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

**Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation**

**Advisory**

ENGLC1000 - Academic Reading and Writing

**Objectives**

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.

- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

**Advisory**

ENGLC1000E - Academic Reading and Writing

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

**Advisory**

ENGLC1000H - Academic Reading and Writing - Honors

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.

**Entry Standards**

Entry Standards	Description
No value	No value

**Course Limitations**

Cross Listed or Equivalent Course	Description
ENGL105H Honors Survey of English Literature from Anglo-Saxon Period to 1780	Equivalent Course

## Requisite Validation

### Upload Statistical Validation and/or other documents (if necessary)

No Value

## Specifications

### Methods of Instruction

Methods of Instruction                      Lecture

Methods of Instruction                      Discussion

Methods of Instruction                      Multimedia

Methods of Instruction                      Tutorial

Methods of Instruction                      Collaborative Learning

Methods of Instruction                      Guest Speakers

Methods of Instruction                      Presentations

### Out of Class Assignments

- Essays of analysis, evaluation, argumentation
- Documented research paper that includes close reading of primary and secondary sources and that incorporates the principles of logic, analysis, and argument modeled in the course
- Reading journal
- Preparation for oral presentations and group projects
- Annotated bibliography
- Re-creative writing: Multimodal and creative projects (e.g., transform a ballad into a different literary form, or reframe the General Prologue of *The Canterbury Tales* in the current year and in Glendale)

### Methods of Evaluation

### Description of Activity/Interaction

Activity (answering journal prompt, group activity)	Participation in class discussion, group work, group projects, partner exercises, or other collaborative exercises
In-Class Writing Assignment	Essay exams or other writing assignments
Exam/Quiz/Test	Midterm or final examinations
In-Class Writing Assignment	Peer review or instructor critique of essay drafts
In-Class Activity (answering journal prompt, group activity)	Reading journal
Presentation (group or individual)	Oral presentations or debates

### Textbook Rationale

The Norton Anthology of English Literature is still valuable and important text on English Literature

### Textbooks

Author	Title	Publisher	Date	ISBN
Grennblatt	The Norton Anthology of English Literature (Vol. Package 1: A, B, C)	W. W. Norton	2018	978-0-393-60312-5
Gardner	Writing about Literature: A Portable Guide	Bedford/St. Martins	2021	9781319215057

### Other Instructional Materials (i.e. OER, handouts)

No Value

## Learning Outcomes

### Course Objectives

Identify the major characteristics of the Medieval, Renaissance, and Neoclassical periods of English Literature.

Compare and contrast the literature of these periods.

Analyze at least four major works for theme and other literary elements.

### SLOs

Recognize major authors, works, genres, and themes of the period.

Expected Outcome Performance: 70.0

*MCOMM*  
Mass Communications Certificate Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions

Research and explain the historical influences of dominant communication technologies on society, culture and human behavior

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*MCOMM*  
Mass Communications AS Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions

Research and explain the historical influences of dominant communication technologies on society, culture, and human behavior.

*ENGL*  
English AA-T Degree Apply literary and rhetorical concepts in order to critically read, write, think, and research

*ENGL*  
English - A.A. Degree Major Apply literary and rhetorical concepts in order to critically read, write, think, and research

*ENGL*  
English - AA-T Apply literary and rhetorical concepts in order to critically read, write, think, and research

*ENGL*  
English A.A. Degree Apply literary and rhetorical concepts in order to critically read, write, think, and research

*ST DV*  
Liberal Arts: Arts and Humanities  
Emphasis A.A. Degree Describe the art, literature, ideas, movements, and individuals that have helped to define values, civilizations, and the human condition.

*ENGL*  
English: Creative Writing A.A.  
Degree Develop analytical and creative writing that demonstrates an understanding of literary concepts, genre, and ethical use of sources

*ILOs*  
Core ILOs Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

*MCOMM*  
Mass Communications A.S.  
Degree Research and explain the historical influences of dominant communication technologies on society, culture and human behavior

*ENGL*  
English: Creative Writing A.A.  
Degree Major analyze and critically read a variety of texts and various forms of media from contemporary literature and the literary canon

*ILOs*  
General Education describe the history of a field of study

**Analyze and interpret the literature and intellectual movements of the period.**

Expected Outcome Performance: 70.0

*ENGL*  
English: Creative Writing A.A. Degree Analyze and critically read a variety of texts and various forms of media from contemporary literature and the literary canon

Develop analytical and creative writing that demonstrates an understanding of literary concepts, genre, and ethical use of sources

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<i>MCOMM</i> Mass Communications Certificate	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
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<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
<i>ST DV</i> Liberal Arts: Arts and Humanities Emphasis A.A. Degree	Analyze works of philosophical, historical, literary, aesthetic, and cultural importance.
	Describe the art, literature, ideas, movements, and individuals that have helped to define values, civilizations, and the human condition.
<i>ENGL</i> English AA-T Degree	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ENGL</i> English - A.A. Degree Major	Apply literary and rhetorical concepts in order to critically read, write, think, and research
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<i>ENGL</i> English - AA-T	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>MCOMM</i> Mass Communications A.S. Degree	Research and explain the historical influences of dominant communication technologies on society, culture and human behavior
<i>ENGL</i> English: Creative Writing A.A. Degree Major	analyze and critically read a variety of texts and various forms of media from contemporary literature and the literary canon
	develop analytical and creative writing that demonstrates an understanding of literary concepts, genre, and ethical use of sources
<i>ILOs</i> General Education	analyze and synthesize diverse works of writing, art, music, and other cultural forms
	describe the history of a field of study
<b>Utilize appropriate academic discourse and the conventions of critical literary analysis.</b>	
Expected Outcome Performance: 70.0	
<i>ENGL</i> English: Creative Writing A.A. Degree	Analyze and critically read a variety of texts and various forms of media from contemporary literature and the literary canon
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*ILOs*  
General Education analyze and synthesize diverse works of writing, art, music, and other cultural forms

*ENGL*  
English: Creative Writing A.A. Degree Major develop analytical and creative writing that demonstrates an understanding of literary concepts, genre, and ethical use of sources  
produce work that is organized and written in a style suited for its purpose and audience

**Relate the literary works to their historical, philosophical, social, political, and aesthetic contexts.** Expected Outcome Performance: 70.0

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Core ILOs Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.  
Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

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<i>ILOs</i> General Education	analyze and synthesize diverse works of writing, art, music, and other cultural forms  describe the history of a field of study

## Additional SLO Information

**Does this proposal include revisions that might improve student attainment of course learning outcomes?**

No

**Is this proposal submitted in response to learning outcomes assessment data?**

No

**If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.**

No Value

**SLO Evidence**

No Value

## Course Content

### Lecture Content

#### Anglo-Saxon Period (449-1066) (4 hours)

- Literature of the warrior
  - Beowulf
  - The Wanderer
  - From the Seafarer
  - Riddles
  - The Wife's Lament
- Literature of the Priest
  - Bede
  - Aelfric

#### Medieval Period (1066-1485) (10 hours)

- Anglo-Norman Influence and Romance
  - Eleanor of Aquitaine
  - Marie de France
  - Wace
  - Layamon
- Literature of the medieval knight: "Sir Gawain and the Green Knight."
- Literature of the common people: Popular Ballads
- The Church, the people, and the medieval drama
  - The Second Shepherds' Play
  - Everyman

- Medieval lyrics
- Four great writers of medieval England
  - The Pearl poet
  - Author of Piers Plowman
  - Geoffrey Chaucer
  - Sir Thomas Malory

#### **The English Renaissance (1485-1625) (12 hours)**

- Early Tudor Literature
- Sir Thomas Moore
- Wyatt and Surrey
- Elizabethan prose
- Roger Ascham
- Sir Phillip Sidney
- Ben Jonson
- Sir Walter Raleigh
- John Lyly
- Thomas Lodge
- Thomas Nash
- Robert Greene
- Edmund Spenser
- William Shakespeare
- Sonnets
- Two Plays
- Elizabethan Drama
- Ben Jonson
- Christopher Marlowe
- The English Bible
- Sir Francis Bacon

#### **Puritan Interlude (1625-60) (14 hours)**

- John Donne
- Stuart and Commonwealth verse
- The Cavalier Poets
  - Thomas Carew
  - Sir John Suckling
  - Richard Lovelace
- The Metaphysical poets
  - George Herbert
  - Richard Crashaw
  - Henry Vaughan
  - Thomas Traherne
- Edmund Waller
- Robert Herrick
- Abraham Cowley
- Andrew Marvell
- Stuart and Commonwealth Prose
- Sir Thomas Browne
- Thomas Fuller
- Isaak Walton
- Two Great Puritans
  - John Milton
  - John Bunyan

#### **The Neo-Classical Age (1660-1784) (14 hours)**

- The Restoration and beginning of Neo-Classicism
  - Aphra Behn
  - Samuel Butler
  - Samuel Pepys
  - John Dryden
  - Mary Astell
  - Anne Finch
  - Lady Mary Wortley Montegu
- The triumph of Neo-Classicism
  - William Congreve
  - Joseph Addison and Richard Steele

- Jonathan Swift
- Alexander Pope Philip Stanhope, Lord Chesterfield
- The decline of Neo-Classicism
  - Oliver Goldsmith
  - Samuel Johnson
  - Edmund Burke
  - James Boswell
  - Richard Brinsley Sheridan
  - Thomas Gray

**Total hours: 54**

## Additional Information

### Repeatability

Not Repeatable

### Justification (if repeatable was chosen above)

No Value

### Is it possible this course will have a material fee?

No

### I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liaisons>):

Yes

### What term(s) will this course be offered?

Fall/Spring

### Will any additional resources be needed for this course? (Click all that apply)

- No

### If additional resources are needed, add a brief description and cost in the box provided.

No Value