

Glendale College
Course Outline of Record Report

Course ID 010794
 Created - September 2025

ENGL105H : Honors Survey of English Literature from Anglo-Saxon Period to 1780

General Information

Author:	<ul style="list-style-type: none"> Sarah Schwendimann Ramos, Heather
Course Code (CB01) :	ENGL105H
Course Title (CB02) :	Honors Survey of English Literature from Anglo-Saxon Period to 1780
Department:	ENGL
Proposal Start:	Fall 2027
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) :	CCC000655754
Curriculum Committee Approval Date:	09/24/2025
Board of Trustees Approval Date:	11/11/2025
Last Cyclical Review Date:	09/24/2025
Course Description and Course Note:	<p>ENGL 105H 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. The Honors course may be enhanced in one or more of the following ways: 1. enriched reading opportunities, including conceptual and scholarly sources, 2. enriched critical thinking opportunities such as oral presentation of research, experiential learning, metacognitive reflection, and service learning.</p>
Justification:	New Course
Academic Career:	<ul style="list-style-type: none"> Credit
Mode of Delivery:	<ul style="list-style-type: none"> In-Person Remote Hybrid Online
Author:	No value
Course Family:	No value

Academic Senate Discipline

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

File Upload

File Upload
 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

Pending

Cal-GETC	Area	Status	Approval Date	Comparable Course
Area 3B: Humanities	Humanities	Pending	No value	No Comparable Course defined.

C-ID	Area	Status	Approval Date	Comparable Course
ENGL	English	Pending	No value	ENGL 160 - Survey of British Literature 1

GCC General Education Requirements	Area	Status	Approval Date	Comparable Course
Area 3: Arts and Humanities	Arts and Humanities	Pending	No value	No Comparable Course defined.

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
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Course Classification Code (CB11) Credit Course. <input type="checkbox"/> Variable Credit Course	Funding Agency Category (CB23) Not Applicable.	<input type="checkbox"/> Cooperative Work Experience Education Status (CB10)
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Weekly Student Hours

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

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Studio	0
Total	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
ENGL105 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)
- Honors enhancement: conduct a primary-source research project using British literature archives (such as those available through a museum or library) connected to a course theme. Write a 4-5 page analysis connecting your findings to a major course theme
- Honors enhancement: select a British or Anglophone writer from a marginalized background not studied in the class to research. Prepare a 10-minute presentation about the research with visual examples that critically examines the writer's background, style, and historical influences

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
Writing Assignment	Essay exams or other writing assignments
Exam/Quiz/Test	Midterm or final examinations
Writing Assignment	Peer review or instructor critique of essay drafts
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 a valuable text in the field of English literature

Textbooks

Author	Title	Publisher	Date	ISBN
Grenblatt	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

Analyze and interpret the literature and intellectual movements of the period. Expected Outcome Performance: 70.0

Utilize appropriate academic discourse and the conventions of critical literary analysis. Expected Outcome Performance: 70.0

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

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/liasons>):

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