

Glendale College
Course Outline of Record Report

Course ID 010795
 Created - September 2025

ENGL106H : Honors Survey of English Literature from 1780 to the Present Time

General Information

Author:	<ul style="list-style-type: none"> Sarah Schwendimann Ramos, Heather
Course Code (CB01) :	ENGL106H
Course Title (CB02) :	Honors Survey of English Literature from 1780 to the Present Time
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) :	CCC000655755
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:	ENGL 106H is a survey course covering the development of English Literature from 1780 to the present time. Students continue the study of the development of thought as an expression of cultural heritage of the English-speaking world. The course showcases the transforming influences of many world cultures' thought and language traditions on its literature. 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.
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
Alternate Discipline:	No value

Alternate Discipline: No value

File Upload

File Upload
No Value

Course Development

<p>Basic Skill Status (CB08) Course is not a basic skills course.</p> <p><input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge</p>	<p>Course Special Class Status (CB13) Course is not a special class.</p> <p>Pre-Collegiate Level (CB21) No value</p>	<p>Grading Basis • Grade with Pass / No-Pass Option</p> <p>Course Support Course Status (CB26) Course is not a support course</p>
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General Education and C-ID

General Education Status (CB25)
Not Applicable

<p>Transferability Transferable to both UC and CSU</p>	<p>Transferability Status Pending</p>
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Cal-GETC	Area	Status	Approval Date	Comparable Course
Area 3B: Humanities	Humanities	Pending	No value	ENGL 106

C-ID	Area	Status	Approval Date	Comparable Course
ENGL	English	Pending	No value	ENGL 165 - Survey of British Literature 2

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

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

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
ENGL106 Survey of English Literature from 1780 to the Present Time	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

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 taught in the course
- Reading journal

- Preparation for oral presentations and group projects
- Annotated bibliography
- Honors enhancement: conduct a primary-source research project using British literature archives (such as oral histories, newspaper archives, or personal letters available through a museum or library or digital archives). Write a 4-5 page analysis connecting your findings to a major course theme
- Honors enhancement: select a contemporary 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
Presentation (group or individual)	Oral presentations or debates

Textbook Rationale

The nature of the course focusing on literature from 1780 to the present makes the 2012 text A Handbook to Literature relevant to the course content even if it is not from within the last few years. Likewise, The Norton Anthology of English Literature is still a valuable text in the field of English literature.

Textbooks

Author	Title	Publisher	Date	ISBN
Gardner	Writing About Literature: A Portable Guide	Bedford/St.Martins	2021	9781319215057
Harmon	A Handbook to Literature	Prentice Hall	2012	978-0205024018
Abrams	The Norton Anthology of English Literature, Package 2: D, E, F	W.W. Norton	2018	978-0393603132

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

No Value

Learning Outcomes

Course Objectives

Compare and contrast the literature of these periods.

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

Demonstrate understanding of appropriate academic discourse.

Identify the conventions of critical literary analysis.

Utilize appropriate citation form.

Discuss and communicate aspects of British nationalistic and colonial attitudes and preconceptions.

SLOs

Demonstrate familiarity with important authors, literary works, genres, and themes of the period from 1780 to the present.

Expected Outcome Performance: 70.0

Analyze and interpret themes found in the literature and intellectual movements of the period.

Expected Outcome Performance: 70.0

Relate the literary works to their historical, philosophical, social, political, and/or 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

Romantic period (1760-1832) (14 hours)

- The approach to Romanticism
 - Robert Burns
 - William Blake

- The Romantic triumph of poetry
 - William Wordsworth
 - Samuel Taylor Coleridge
 - George Gordon, Lord Byron
 - Percy Bysshe Shelley
 - John Keats
- Romantic prose: revolutionary, critical, and imaginative
 - Mary Wollstonecraft
 - Jane Austen
 - Mary Wollstonecraft Shelley
 - William Wordsworth
 - Samuel Taylor Coleridge
 - William Hazlitt
 - Thomas De Quincey

The Victorian period (1832-80) (14 hours)

- Prose critics of art and life
 - Thomas Babington Macaulay
 - John Henry Newman
 - Thomas Carlyle
 - John Ruskin
 - Matthew Arnold
 - Charles Dickens
 - George Eliot
- Poets of faith and doubt
 - Alfred, Lord Tennyson
 - Robert Browning
 - Elizabeth Barrett Browning
 - Matthew Arnold
 - Christina Georgina Rossetti
- Aesthetic Poets
 - Dante Gabriel Rossetti
 - William Morris
 - Algernon Charles Swinburne

The break with Victorianism: fading traditions, new patterns (1880-1914) (9 hours)

- Poetry
 - Gerard Manley Hopkins
 - Oscar Wilde
 - Rudyard Kipling
 - A. E. Housman
 - Thomas Hardy
- Prose
 - Robert Louis Stevenson
 - Joseph Conrad
- Drama
 - Oscar Wilde
 - John Millington Synge
 - George Bernard Shaw

The struggle on Darkling Plain (1914-70) (12 hours)

- Poetry
 - William Butler Yeats
 - Wilfred Owen
 - T. S. Eliot
 - W. H. Auden
 - Stephen Spender
 - Dylan Thomas
 - Stevie Smith
 - Edith Sitwell
 - Louise Bennett
 - Philip Larkin
 - Ted Hughes
 - Seamus Heaney
- Prose and the short story
 - Virginia Woolf

- E. M. Forster
- James Joyce
- D. H. Lawrence
- Katherine Mansfield
- George Orwell
- Doris Lessing
- Chinua Achebe
- Harold Pinter

Post-colonial and post-modern (1970-present) (5 hours)

- Tom Stoppard
- Derek Walcott
- Salman Rushdie
- Caryl Phillips
- Zadie Smith

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