

ENGLISH LITERATURE COURSE

Week	Topics/Concepts	Learning Outcome(s)	Bloom's Taxonomy Level*	Activities and/or Assessments
1	Literature, Literary History, The Canon	<ul style="list-style-type: none"> • Articulate what "Literature" and the "Canon" are • Define what "literary history," "historical survey" and "English literature" mean in this course • Analyze reactions to the Canon, including arguments for and against it • Practice interpretation in two brief lyric poems 	Knowledge Comprehension Analysis Evaluation	Readings Group Discussion
2	Romanticism: William Blake	<ul style="list-style-type: none"> • Analyze poems by Blake through reference to his ideas of innocence and experience • Articulate the relation between innocence and experience • Apply the term "organized innocence" to his poetry 	Comprehension Application Analysis	Readings Group Discussion
3	Romanticism Charlotte Smith, William Wordsworth and Samuel Taylor Coleridge	<ul style="list-style-type: none"> • Identify lyric poetry and its distinctive form of self-expression • Recognize a lyrical ballad and analyze Wordsworth's use of the form in "We are Seven" • Identify the revolutionary claims made about poetry by Wordsworth in his "Preface" • Critically evaluate his claims about the "real language of men" and "low and rustic life" • Analyze the effect of dialogic form • Critique the idea of adult wisdom and experience • Evaluate the Romantic idea of Nature (a connection between the human world and the natural world, between human and natural creativity) 	Knowledge Comprehension Application Analysis Evaluation	Readings Group Discussion
4	Romanticism: Lord Byron and Percy Bysshe Shelley	<ul style="list-style-type: none"> • identify the characteristics of the Byronic hero • Analyze the role of desire and loss in poetry by Byron and P.B. Shelley • Evaluate ideas of creativity, transcendence and immortality 	Comprehension Analysis Evaluation	Readings Group Discussion

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		<ul style="list-style-type: none"> Identify ideas of revolutionary transformation 		
5	Romanticism: Mary Shelley	<ul style="list-style-type: none"> Explain the narrative structure of Frankenstein and how the different narrative voices complicate the idea of truth and meaning Explain the ways in which Frankenstein responds to the main currents of Romanticism Evaluate Frankenstein as a rebuttal of certain Romantic ideals Contextualize Frankenstein within contemporary ideas of Europe and “Europeanness” 	Comprehension Application Evaluation	Readings Group Discussion
6	Romanticism: John Keats and Felicia Hemans	<ul style="list-style-type: none"> Analyze the role of desire and loss in the poetry of Keats and Hemans Explain the Eve of St. Agnes ritual and how it is represented in Keats' poem Identify possible allegorical readings of the poem and how it reflects on the genre of Romance Propose possible meanings of the “solution sweet” Identify the formal characteristics of an Ode Reflect on ideals of the body, time, and timelessness in “Ode on a Grecian Urn” 	Comprehension Application Analysis	Readings Midterm Test Group Discussion
7	Victorian Period: Tennyson, C. Rossetti, Browning and Barrett Browning	<ul style="list-style-type: none"> Identify the dramatic monologue and trace its effects through poems by Tennyson and R. Browning Identify the tension between sympathy and judgement in reading a dramatic monologue Compare and contrast “Porphyria’s Lover” with “The Eve of St. Agnes”; trace how Romanticism’s dream of wholeness in Keats’ poem is made ironic in Robert Browning’s poem Evaluate “Childe Roland” as a critique of Romantic questing or analyze the representation of art in R. Browning and C. Rossetti Analyze the tension between speech and silence in Elizabeth Barrett Browning 	Comprehension Application Analysis Evaluation	Readings Group Discussion

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8	The Victorian Period: Charles Dickens Part 1	<ul style="list-style-type: none"> • Apply the term Bildungsroman to Dickens’s Great Expectations • Evaluate the novel’s representation of guilt and criminality • Critique the Victorian ideal of the “gentleman”. 		
9	The Victorian Period - Charles Dickens, Part 2 and Matthew Arnold	<ul style="list-style-type: none"> • Analyze Great Expectations as a critique of the Victorian class system, and its effects on personal self-determination, • Evaluate the theme of the forge/forgery • Articulate some of the main features of the debate on religious faith and doubt, and the role of new scientific discoveries (such as evolution) in the debate. 	Comprehension Application Analysis Evaluation	Readings Group Discussion
10	History and Literature: Romantic to Contemporary	<ul style="list-style-type: none"> • Analyze poetry by R. Burns, P.B. Shelley, D. Walcott, P. Larkin • Identify various ways in which historical events may be represented in verse • Evaluate the different emphases — personal, political, national — of literary representations of history • Evaluate how nations as “imagined communities” are forged in literature • Evaluate the effectiveness of V. Woolf’s imagined history of “Shakespeare’s sister” as an argument about women and literature 	Knowledge Comprehension Analysis Evaluation	Readings Group Discussion
11	Voice and Language: Gaelic, Welsh, British, Jamaican-British, Romantic to Postmodern	<ul style="list-style-type: none"> • Analyze poetry by W. Wordsworth, S. MacLean, R. Burns, G. Lewis, D. Rodger, R. Antrobus • Evaluate how language shapes or limits identity • Identify ways in which poetry represents language and second-language speakers • Evaluate how Scottish and Welsh poetry complicate any idea of “English” literature • identify the ways in which spoken, performed, or contextual poetry shapes meaning 	Comprehension Analysis Evaluation	Readings Group Discussion

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12	Ireland: Modern to Postmodern	<ul style="list-style-type: none"> • Analyze poetry by Yeats, Auden, Boland • Evaluate Auden’s poem as elegy, as a mediation on the role of the poet and poetry in the modern age, and a specific reflection on Yeats and his limitations • Identify the Irish famine of 1845-49 and the Easter Rising of 1916 as key historical events in recent Irish history • Identify how Yeats mixes personal and political considerations in his representation of Ireland and Irish history • Evaluate Boland's claims about the limitations of maps and love poetry 	Comprehension Analysis Evaluation	Readings Essay Assignment
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