

UNIVERSITY COLLEGE OF THE FRASER VALLEY

COURSE INFORMATION

DISCIPLINE/DEPARTMENT: English IMPLEMENTATION DATE: Aug. 1994

ENGL 318 Major Authors of the Restoration and Eighteenth Century: Dryden, Swift, Pope, Johnson **Revised:** Dec. 1998
4

SUBJECT/NUMBER OF COURSE DESCRIPTIVE TITLE UCFV CREDITS

CALENDAR DESCRIPTION: This course will study Dryden, Pope, Swift, and Johnson as well as some of their contemporaries.

RATIONALE:

COURSE PREREQUISITES: Any two second-year level English courses.

COURSE COREQUISITES: None

HOURS PER TERM FOR EACH STUDENT	Lecture	30	hrs	Student Directed	
	Laboratory		hrs	Learning	hrs
	Seminar	30	hrs	Other - specify:	
	Field Experience		hrs		hrs
				TOTAL	60 HRS

MAXIMUM ENROLMENT: 25

Is transfer credit requested? **9** Yes : No

AUTHORIZATION SIGNATURES:

Course Designer(s): <u>Tim Herron</u>	Chairperson: <u>Curriculum Committee</u>
Department Head: _____	Dean: <u>J.D. Tunstall</u>
PAC: Approval in Principle _____ (Date)	PAC: Final Approval: <u>December 16, 1998</u> (Date)

ENGL 318

NAME & NUMBER OF COURSE

SYNONYMOUS COURSES:(a) replaces N/A
(course #)(b) cannot take N/A for further credit
(course #)**SUPPLIES/MATERIALS:****TEXTBOOKS, REFERENCES, MATERIALS** (List reading resources elsewhere)**TEXTS:**Tillotson, Geoffrey et al, eds. Eighteenth Century English Literature**OBJECTIVES:**

1. Students will demonstrate a skill at the close analysis of poetry.
2. Students will develop demonstrable ability to present a written argument grounded in their close analysis.
3. Students will illustrate the ability to provide a seminar - an oral presentation of an argument - to a group of peers.
4. Students will demonstrate a general understanding of what the Restoration and Augustan periods signify in the history of English literature.

METHODS:

Lectures/seminars/discussion

STUDENT EVALUATION PROCEDURE:

Two essays	60%
One seminar	20%
One examination	20%

COURSE CONTENT

The course will attempt to show the connections and the differences between the Restoration period and the so-called Augustan or Neo-classical period which follows it. This will primarily be undertaken in the context of the major poetry, but we must also pay some attention to the way in which political ideas are presented, the depiction of women, and the idea of the sublime. Students should also be introduced to the roots of British empiricism and be provided with some illustrations of how empiricism is used in various literary histories to account for some of the changes which occur in poetry between the end of the 17th and the end of the 18th centuries.

Lycidas
Comus (a masque)
L'Allegro and Il Penseroso
Sonnets
Psalms (translations)
Paradise Lost
Paradise Regained
Samson Agonistes

The following prose will be directly or indirectly considered:

Areopagitica
Divorce
Tenure of Magistrates and Kings