

## Administrative Master Syllabus

### Course Information

<b>Course Title</b>	American Literature I
<b>Course Prefix, Num. and Title</b>	ENGL 2327
<b>Division</b>	Communication & Fine Arts
<b>Department</b>	English & Philosophy
<b>Course Type</b>	Academic WCJC Core Course
<b>Course Catalog Description</b>	A survey of American literature from the period of exploration and settlement through the Civil War. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.
<b>Pre-Requisites</b>	ENGL 1301
<b>Co-Requisites</b>	Enter Co-Requisites Here.

### Semester Credit Hours

<b>Total Semester Credit Hours (SCH): Lecture Hours:</b>	3:3:0
<b>Lab/Other Hours</b>	
<b>Equated Pay Hours</b>	3
<b>Lab/Other Hours Breakdown: Lab Hours</b>	Enter Lab Hours Here.
<b>Lab/Other Hours Breakdown: Clinical Hours</b>	Enter Clinical Hours Here.
<b>Lab/Other Hours Breakdown: Practicum Hours</b>	Enter Practicum Hours Here.
<b>Other Hours Breakdown</b>	List Total Lab/Other Hours Here.

### Approval Signatures

Title	Signature	Date
<b>Department Head:</b>	<i>Tom-Kody Krpec</i>	8/8/2025
<b>Division Chair:</b>	<i>Patrick Ralls</i>	8/8/2025
<b>VPI:</b>		

## **Additional Course Information**

**Topical Outline:** Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and clinical or other non-lecture instruction).

Material Covered:

1. The Colonial Period
2. Literature of the Enlightenment
3. The Romantic Period
4. At least three different critical approaches to be chosen by the instructor

Strategies, Techniques, Procedures:

1. Lectures to provide a foundation and to set the stage for study and discussion.
2. Discussion (students and instructor) to encourage critical thinking and to provide an outlet for student views.
3. Written work, in class and out of class, to fix in the student's mind what has been covered or to challenge the student to conduct independent research and discovery.
4. Use of media.
5. Group presentations (optional).

## **Course Learning Outcomes:**

**Learning Outcomes – Upon successful completion of this course, students will:**

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

**Methods of Assessment:**

Exams, essays, and research papers

**Required text(s), optional text(s) and/or materials to be supplied by the student:**

Open resources from the department approved list.

**Suggested Course Maximum:**

30

**List any specific or physical requirements beyond a typical classroom required to teach the course.**

Classrooms with computer which projects instructor's screen for students is needed.

**Course Requirements/Grading System:** Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course.

Minimum Requirements:

Rev. June 2023



## **Wharton County Junior College**

1. Short quizzes (if they are deemed useful in the context of a particular class) and/ or group presentations (optional): 10-30%
2. Essays written in class and out of class: 10-30%
3. Major paper requiring research and analysis and using a critical approach: 15-25%
4. Major examinations: 10-25%
5. Substantial final examination which includes the departmental essays: 15-25%

A: 90-100;

B: 80-89;

C: 70-79;

D: 60-69;

F: 59 and below

The two required final exam prompts are included below. The final exam can be assigned as a take-home assessment.

Instructions to the Student: In response to each of the prompts below, write a formal essay of approximately 500 words for each prompt using proper writing conventions for literary papers.

Directions for the Instructor: Fill-in the bracketed areas with appropriate titles, authors, literary periods, or regions (as needed) to complete the prompts for student writing.

1. How does the literature of [insert region/period/author] differ from the [insert contrasting region/period] regarding style, historical and cultural context, and aesthetic considerations?
2. Situate [insert a major text read during the semester including the author's name] in its cultural and historical context, including an assessment of the main character's civic and personal responsibilities.

Grading and Reporting Instructions for the Instructor: All essays should be scored following the established departmental Rubric B for grading/marking papers for literature survey courses.

### **Curriculum Checklist:**

☐ **Administrative General Education Course** (from ACGM, but not in WCJC Core) – No additional documents needed.

☒ **Administrative WCJC Core Course** – Attach the Core Curriculum Review Forms

☒ Critical Thinking

☒ Communication

☐ Empirical & Quantitative Skills

☐ Teamwork

☒ Social Responsibility

☒ Personal Responsibility

☐ **WECM Course** – If needed, revise the Program SCANS Matrix and Competencies Checklist

## Core Curriculum Review Form

**Foundational Component Area:** Core 040: Language, Philosophy, & Culture

**Course Prefix & Suffix:** ENGL 2327

### Core Objective:

**Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

### Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.	Class discussions (online and f-2f), homework, quizzes, class work, critical essays, exams (period of exploration and settlement through the Civil War)	Rubric-scored final exam question 1 or 2, Rubric-scored research papers
State Mandated	Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.	Class discussions (online and f-2f), homework, quizzes, class work, critical essays, exams (period of exploration and settlement through the Civil War)	Rubric-scored final exam question 1, Rubric-scored research papers
State Mandated	Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.	Class discussions (online and f-2f), homework, quizzes, class work, critical essays, exams (period of exploration and settlement through the Civil War)	Rubric-scored final exam question 1, Rubric-scored research papers

## Core Curriculum Review Form

**Foundational Component Area:** Core 040: Language, Philosophy, & Culture

**Course Prefix & Suffix:** ENGL 2327

### Core Objective:

**Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication

### Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions. 2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.	Class discussions (online and f-2f), homework, quizzes, class work, critical essays, exams, oral presentation(period of exploration and settlement through the Civil War)	Rubric-scored final exam question 1 or 2, Rubric-scored research papers
State Mandated	3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.	Class discussions (online and f-2f), homework, quizzes, class work, critical essays, exams, oral presentation(period of exploration and settlement through the Civil War)	Rubric-scored final exam question 2, Rubric-scored research papers



<b>SLO Status</b>	<b>Student Learning Outcome (SLO)</b>	<b>Learning Activity</b>	<b>Assessment</b>
	4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.		
State Mandated	5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.	Class discussions (online and f-2f), homework, quizzes, class work, critical essays, exams, oral presentation(period of exploration and settlement through the Civil War)	Rubric-scored research papers

## Core Curriculum Review Form

**Foundational Component Area:** Core 040: Language, Philosophy, & Culture

**Course Prefix & Suffix:** ENGL 2327

### Core Objective:

**Personal Responsibility**—to include the ability to connect choices, actions, and consequences to ethical decision-making

### Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.	Class discussions (online and f-2f), homework, quizzes, class work, critical essays, exams, oral presentations (period of exploration and settlement through the Civil War)	Rubric-scored final exam question 1, Rubric-scored research papers
Choose a SLO status.	Insert SLO (from Administrative Master Syllabi)	Provide a brief name and description of the sample learning activity.	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective.
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## Core Curriculum Review Form

**Foundational Component Area:** Core 040: Language, Philosophy, & Culture

**Course Prefix & Suffix:** ENGL 2327

### Core Objective:

**Social Responsibility**—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

### Student Learning Outcome Supporting Core Objective:

For each core objective, there must be at least two different methods of assessment.

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
State Mandated	Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.	Class discussions (online and f-2f), homework, quizzes, class work, critical essays, exams (period of exploration and settlement through the Civil War)	Rubric-scored final exam question 1, Rubric-scored research papers
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