



**Purpose:** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

**Course Title** – British Literature I

**Course Prefix and Number** – ENGL 2322

**Department** – English and Humanities

**Division** – Communication and Fine Arts

**Course Type:** (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y  or N )

**Semester Credit Hours # : Lecture Hours # : Lab/Other Hours #** 3:3:0

**Equated Pay hours for course -** 3

**Course Catalog Description** - A survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 0

**Prerequisites** – ENGL 1302

**Prepared by** Sharon Prince

**Date** April 25, 2013

**Reviewed by Department Head** Sharon Prince

**Date** April 25, 2013

**Accuracy verified by Division Chair** Dr. Pam Speights

**Date** April 30, 2013

**Approved by Academic Dean** *gghunt*

**Date** 7/10/13



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

Topical Outline:

1. Old English Period
2. Middle English
3. The Sixteenth Century
4. The Seventeenth Century
5. The Eighteenth Century

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 independent research and discovery.
4. Use of media.

**II. Course Learning Outcomes**

Learning Outcomes	Methods of Assessment
<p><b>Upon successful completion of this course, students will:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.</li> <li>3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.</li> <li>4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.</li> <li>5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.</li> </ol>	<ol style="list-style-type: none"> <li>1. Exams, essays, research paper.</li> <li>2. Exams, essays, research paper.</li> <li>3. Exams, essays.</li> <li>4. Exams, essays, research paper.</li> <li>5. Essays, research paper.</li> </ol>

**III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.**

Abrams, M. H., et al. *The Norton Anthology of English Literature*. Vol. 1. Latest edition.  
Norton.

Other materials/texts as approved by the Dept. Head and/or Division Chair.

**IV. Suggested Course Maximum - 30**

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

None

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

1. Short quizzes (if they are deemed useful in the context of a particular class).
2. Oral reports (optional).
3. Essays written in class and out of class.
4. Major paper requiring research and analysis.
5. Major examinations.
6. Substantial final examination.

90-100—A; 80-89—B; 70-79—C, 60-69—D, 59 and below F

Quizzes/Oral reports: 10-30%

Essays: 10-30%

Major Paper: 15-25%

Major exams: 10-25%

Final exam: 15-25%

**VII. Curriculum Checklist**

- **Academic General Education Course** (from ACGM – but not in WCJC Core)  
No additional documentation needed

- **Academic WCJC Core Course**  
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**  
If needed, revise the Program SCANS Matrix & Competencies Checklist.

**Statement on Academic Integrity:**

**Wharton County Junior College** requires that students submit their own work, whether they are writing papers, taking exams, or making oral presentations. Plagiarism, taking someone else's words or ideas and representing them as one's own, is expressly prohibited by the college. Good academic work must be based on honesty. Submitting someone else's work as one's own is considered a serious offense by the college. Student academic dishonesty includes but is not limited to the following:

- copying the work of another during an examination or turning in a paper or an assignment written, in whole or in part, by someone else;
- copying from books, magazines, or other sources, including the Internet or electronic databases like EBSCOhost and eLibrary, or paraphrasing ideas from such sources without acknowledging them;
- submitting an essay for one course to a second course without having sought prior permission from your instructor;
- giving a speech and using information from books, magazines, or other sources or paraphrasing ideas from such sources without acknowledging them.

NOTE on Team or Group Assignments: When you have an assignment that requires collaboration, it is expected that the work that results is credited to the team unless individual parts have been assigned. However, the academic integrity policy applies to the team as well as to its members. All outside sources must be credited as outlined above.

Instructors may require students to submit all written work on disks for submission to Safe Assignment, which is a service that compares student papers with all Internet sources to verify that the student has properly credited all sources downloaded.

**CONSEQUENCES for Academic Dishonesty:**

Disciplinary action will be pursued in all instances in which it is determined that academic dishonesty has occurred. In the case of suspected wrongdoing, the faculty member may file charges with the Dean of Students, inform his or her department head, and follow the process specified by the college.

Disciplinary action may include but is not limited to the following:

- Assignment of a failing grade for a test, examination, or assignment;
- Assignment of a failing grade for the course;
- Assignment of a student disciplinary sanction from the college;
- Suspension or expulsion from the college.

*I acknowledge that I have read this Academic Integrity Policy and the consequences for violating it.*

*Print Name* \_\_\_\_\_ *Date* \_\_\_\_\_

*Signature* \_\_\_\_\_ *Student ID Number* \_\_\_\_\_

\*adapted from Robert Morris University's Academic Integrity Policy



**Page 1: Competencies**

Course Prefix & Number: ENGL 2322	
<b>Competency</b>	<b>Method of Assessment</b>
READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents.	In-class and out-of-class essays
WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.	In-class and out-of-class essays
SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.	
LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.	
CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.	Examinations and essays
COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.	



**Page 2: Perspectives**

Course Prefix & Number: ENGL 2322	
<b>Perspective</b>	<b>Method of Assessment</b>
1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he or she lives, and help the student to understand the responsibilities of living in a culturally- and ethically-diversified world;	Students write essays based on texts examining issues of individual, cultural, and global concern.
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life to understand ways to be a responsible member of society;	Class discussions/examinations/papers require students to address texts that reflect political/economic/social issues up to and including Swift.
3. Recognize the importance of maintaining health and wellness;	
4. Develop a capacity to use knowledge of how technology and science affect lives;	
5. Develop personal values for ethical behavior;	Students are required to discuss or respond in writing to ethical issues raised in texts.
6. Develop the ability to make aesthetic judgments;	Students demonstrate their ability to make judgments about literary texts through class discussion or written responses.
7. Use logical reasoning in problem solving;	Students write essays requiring the use of logical reasoning to arrive at a conclusion.
8. Integrate knowledge and understanding of the interrelationships of the scholarly disciplines	Examinations, essays, and class discussions require students to integrate knowledge from related fields of study.

**Page 3: Exemplary Educational Objectives**

Course Prefix & Number: ENGL 2322	
<b>Component Area: Communications</b>	
Exemplary Educational Objective	Method of Assessment
1. Understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.	Students must read and respond to British literary works of various genres up to and including Swift.
2. Understand the importance of specifying audience and purpose, and select appropriate communication choices.	In essays and examinations, students must demonstrate an understanding of the historic and social contexts of assigned works.
3. Understand and appropriately apply modes of expression (descriptive, expository, narrative, scientific, and self-expressive) in written, visual, and oral communication.	Students write critical analyses of assigned literary works.
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.	Students receive biographical information about authors and discuss the intellectual demands made on the individual by the genre.
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.	
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.	