



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 1
Course Prefix and Number - ENGL 2322
Department - English and Humanities
Course Type: (check one)

Division - CFA

- 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 - Chronological study of the major works and literary trends in British literature from the Old English period through the eighteenth century. Prerequisite: ENGL 1302. Type: Acad.

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

Prerequisites/Co requisites - ENGL 1302

Approvals – the contents of this document have been reviewed and are found to be accurate.

Prepared by Sharon Prince	Signature <i>Sharon Prince</i>	Date 10/8/10
Department Head Sharon Prince	Signature <i>Sharon Prince</i>	Date 10/8/10
Division Chair Pam Speights	Signature <i>P. Speights</i>	Date 10-13-10
Vice President of Instruction or Dean of Vocational Instruction Ty Pate	Signature <i>Ty Pate</i>	Date 10-14-10



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

Course Learning Outcome	Method of Assessment
1. Upon completing English 2322, a student should be able to demonstrate on a final examination knowledge of various periods, major authors and genres, distinguishing features of each genre, and literary, cultural, and historical concerns.	1. Final exam
2. The student will demonstrate understanding of the assigned literature by answering both objective and essay questions over the assigned selections.	2. Combination objective and essay tests.
3. The student will demonstrate the ability to analyze literary pieces from biographical, cultural, historical, critical, and evaluative perspectives in short out-of-class essays and/or on essay examination questions.	3. Out-of-class essays and/or essay exam questions.
4. To successfully complete English 2322, a student must write a documented paper in which he or she analyzes an assigned literary work.	4. Research paper.

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

Minimum Requirements:

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.

Order of Assignments:

Instructors should observe the following schedule for the first week so that students changing sections will not be at a disadvantage in their new sections:

Distribution of Instructor Handouts with mandatory standardized Cover Sheet and completion of confirmation of receipt of handouts

Diagnostic essay

Introduction to the course

After the first week, instructors should present material in the order they determine is best suited to the needs of their individual sections.

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.



Page 1: Competencies

Course Prefix & Number: ENGL 2322	
Competency	Method of Assessment
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	
Perspective	Method of Assessment
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	
Component Area: Communications	
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.	