



**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** - American Literature II  
**Course Prefix and Number** - ENGL 2328  
**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** - Focuses on American Literature from the Age of Realism to the present.

**Prerequisites/Co requisites** - ENGL 1302. ENGL 2327 is not a prerequisite for this course.

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

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

Prepared by	Signature <i>Sharon Prince</i>	Date 10/1/10
Department Head	Signature <i>Sharon Prince</i>	Date 10/1/10
Division Chair	Signature <i>B. Wright</i>	Date 10-4-10
Vice President of Instruction or Dean of Vocational Instruction	Signature <i>J. P. ab</i>	Date 10-7-10



**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):

Entry Level Expectations

1. a thorough knowledge of English composition and research techniques
2. the ability to read on the college level

Course Content

1. The Age of Realism
2. The Modern Period

Strategies, Techniques, Procedures

1. Lectures or reports to set the stage for study and discussion
2. Class discussion to encourage independent thinking and to allow students to voice their views
3. Written work, both inside and outside class, to challenge the student to discover meaning in the material studies
4. Use of media materials such as videotapes

**II. Course Learning Outcomes**

<b>Course Learning Outcome</b>	<b>Method of Assessment</b>
<ol style="list-style-type: none"> <li>1. Students will recognize major American writers and the distinguishing features of the literary periods, movements, and types.</li> <li>2. Students will understand the major ideas and themes of American literature as well as the cultural, historical, and biographical contexts in which the literary selections were created.</li> <li>3. Students will be able to apply relevant literary terminology and use the proper expository techniques in analyzing literature.</li> </ol>	<ol style="list-style-type: none"> <li>1. Objective and essay questions.</li> <li>2. Multiple essays written during the semester</li> <li>3. Essay examinations and/or essays or research papers</li> </ol>

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

McMichael, George, et al. *Anthology of American Literature*. Vol. II Current edition.

Prentice Hall.

The instructor may choose to teach a novel, such as one of the following, at his/her discretion and in consultation with the department head:

Fitzgerald, *The Great Gatsby*

Hemingway, *For Whom the Bell Tolls*

Faulkner, *As I Lay Dying*

Salinger, *Catcher in the Rye*

Twain, *The Adventures of Huckleberry Finn* or *Letters from Earth*

Walker, *The Color Purple*

James, *The Turn of the Screw*  
Wharton, *Ethan Frome*  
Crane, *The Red Badge of Courage*

**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
2. Oral reports (optional)
3. Critical or research essay
4. Major examinations
5. Final examinations

**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 2328	
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.	Essays and examinations; research project
WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.	Essays and examinations; research project
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.	Essays and examinations; research project
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 2328	
<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 are required to write essays on culturally and ethnically diverse texts involving individual & social issues.
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;	Examinations/papers require students to address texts that reflect political/economic/social issues from various periods of American literature.
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;	
6. Develop the ability to make aesthetic judgments;	Students must demonstrate the ability to make aesthetic judgments regarding assigned literary texts by responding to essay questions and participating in classroom discussions.
7. Use logical reasoning in problem solving;	Students are required, in examinations, assigned papers, and discussions, to deal with problems in logical thinking as they appear in political, economic, and social content of assigned literature.
8. Integrate knowledge and understanding of the interrelationships of the scholarly disciplines	In papers, essays, and class discussions, students must demonstrate their ability to deal with basic knowledge of other disciplines, such as history, economics, geography, psychology, sociology, music, and the arts.



**Page 3: Exemplary Educational Objectives**

Course Prefix & Number: ENGL 2328	
<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 are assigned and must respond to a full variety of literary texts, including novels, short stories, poetry, drama, chronicles, etc., in essays, papers, and examinations.
2. Understand the importance of specifying audience and purpose, and select appropriate communication choices.	Students are assigned and must respond to literary texts that focus on individual and human values as they are represented in the literature of America from 1865 to the present
3. Understand and appropriately apply modes of expression (descriptive, expository, narrative, scientific, and self-expressive) in written, visual, and oral communication.	Students must analyze literary works in discussions, papers, and essay examinations.
4. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.	Students may be asked to read literary passages and to analyze the works from the author's perspective. Students respond in essays, in discussions, and in other exam formats.
5. Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.	Students respond to literary works in essays, discussions, and other formats.
6. Develop the ability to research and write a documented paper and/or to give an oral presentation.	Students respond to questions concerning characteristics of various literary periods and are expected to make judgments concerning literary merit.
	Students demonstrate, in essays, papers, classroom discussions, and examinations, an awareness of various historical literary and artistic concerns as they influence contemporary intellectual issues.