



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 – Forms of Literature

Course Prefix and Number – ENGL 2341

Department - English

Division - CFA

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 - The study of one or more literary genres including, but not limited to, poetry, fiction, drama, and film. The course topic and the nature and specific focus of a field trip, if any, vary by semester. May be repeated for credit. Prerequisites: ENGL 1302. [Offered occasionally in the Fall, Spring, and Summer semesters.]

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

Prerequisites/Corequisites - 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 9/10/07
Department Head Sharon Prince	Signature <i>Sharon Prince</i>	Date 9/10/07
Division Chair <i>[Signature]</i>	Signature <i>PAUL N SPELLMAN</i>	Date 9/7/07
Vice President Dr. Ty Pate	Signature <i>Ty Pate</i>	Date 10/5/07



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):

The study of one or more literary genres including but not limited to poetry, fiction, drama, and film.
Content varies by semester.

Minimum Requirements:

Vary by semester.

This course may be conducted as a 15-week course during regular semesters or as a three-week intensive course consisting of at least 45 actual classroom guided hours. The three-week course includes lectures and field study in areas conducive to the course with the balance of instruction being conducted in a classroom setting before embarking for the field and/or after the conclusion of the field study. Field trips allow the student exposure to the actual settings and environments about which and from which particular literature has arisen. The field trips may be in various locations in the United States or abroad.

II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
<ol style="list-style-type: none"> 1. Students will gain an in-depth understanding of a specific topic and the environment in which and/or about which the literature is written. 2. Students will acquire theoretical and cultural aspects of the specific literature topic. 3. When possible, students will be exposed to the actual settings and environment about which and from which specific literature has arisen. 	<ol style="list-style-type: none"> 1. Exams; in-class and out-of-class essays; other class activities 2. Exams; in-class and out-of-class essays; other class activities 3. In-class and out-of-class essays

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

A variety of essays, poetry, short stories, longer works, and audio/visual items representing the topic area. Other textbooks and materials may be assigned with the approval of the Dept. Head and/or Division Chair.

IV. Suggested Course Maximum - 25

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

NA

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

Evaluation Procedures (varies by topic):

1. Substantial final examination
2. Lecture examinations 20% - 35%
3. Minor papers 15% - 40%
4. Major papers 25% - 50%
5. Other assignments 15% - 40%

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**
Attach the following:

- Program SCANS Matrix
- Course SCANS Competencies Checklist



Page 1: Competencies

Course Prefix & Number: ENGL 2341	
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; class discussion; exams
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; class discussion; exams
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.	In-class and out-of-class essays; class discussion; exams
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 2341	
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;	In-class and out-of-class essays; class discussion; exams
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;	In-class and out-of-class essays; class discussion; exams
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;	In-class and out-of-class essays; class discussion; exams
6. Develop the ability to make aesthetic judgments;	In-class and out-of-class essays; class discussion; exams
7. Use logical reasoning in problem solving;	
8. Integrate knowledge and understanding of the interrelationships of the scholarly disciplines	In-class and out-of-class essays; class discussion; exams



Page 3: Exemplary Educational Objectives

Course Prefix & Number: ENGL 2341	
Component Area: Humanities and Performing/Visual Arts	
Exemplary Educational Objective	Method of Assessment
1. Demonstrate awareness of the scope and variety of works in the arts and humanities.	In-class and out-of-class essays; class discussion; exams
2. Understand those works as expressions of individual and human values within a historical and social context.	In-class and out-of-class essays; class discussion; exams
3. Respond critically to works in the arts and humanities.	In-class and out-of-class essays; class discussion; exams
4. Engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.	
5. Articulate an informed personal reaction to works in the arts and humanities.	In-class and out-of-class essays; class discussion; exams
6. Develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.	In-class and out-of-class essays; class discussion; exams
7. Demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.	In-class and out-of-class essays; class discussion; exams

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