![Wharton County Junior College logo]

Administrative - Master Syllabus
COVER SHEET

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 II
Course Prefix and Number – ENGL 2323
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 Romantic period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

Prerequisite – ENGL 1302

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

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. The Romantic Period
2. The Victorian Age
3. The Modern Age (Twentieth Century to 1945; 1945 to present)

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
Upon successful completion of this course, students will:	Methods of Assessment
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.	1. Exams, essays, quizzes, research paper.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.	2. Exams, essays, quizzes, research paper.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.	3. Exams, essays, quizzes, research paper.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.	4. Exams, essays, quizzes, research paper.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.	5. Essays, research paper.

* See CCRFs |

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. 2. Latest edition. Norton.

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

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 Review Forms
- ☒ Critical Thinking
- ☒ Communication
- ☐ Empirical & Quantitative Skills
- ☐ Teamwork
- ☒ Social Responsibility
- ☒ Personal Responsibility

    ☐ - **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

Wharton County Junior College

Core Curriculum Review Form

Foundational Component Area: **Language, Philosophy, & Culture**   Course Prefix & Suffix: _____

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
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	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:
☐ Existing ☐ Revised ☐ New ☐ State Mandated			
☐ Existing ☐ Revised ☐ New ☐ State Mandated			
☐ Existing ☐ Revised ☐ New ☐ State Mandated			

Department Head: _____   Date: _____

Wharton County Junior College

Core Curriculum Review Form

Foundational Component Area: **Language, Philosophy, & Culture**   **Course Prefix & Suffix:** _____

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
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	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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☐ Existing ☐ Revised ☐ New ☐ State Mandated			

Foundational Component Area: **Language, Philosophy, & Culture**   **Course Prefix & Suffix:** _____

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
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	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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Department Head: _____   Date: _____
WCJC Core Curriculum Review Form-Language, Philosophy, & Culture (April 2013)   Page 3
(Modified from Collin College)

Foundational Component Area: **Language, Philosophy, & Culture**   **Course Prefix & Suffix:** _____

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
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	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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☐ Existing ☐ Revised ☐ New ☐ State Mandated			

Department Head: _____   Date: _____