

Washtenaw Community College Comprehensive Report

ENG 211 American Literature I - Before 1900

Effective Term: Spring/Summer 2020

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: English & College Readiness

Discipline: English

Course Number: 211

Org Number: 11300

Full Course Title: American Literature I - Before 1900

Transcript Title: American Lit I - Before 1900

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Consultation with all departments affected by this course is required.

Outcomes/Assessment

Objectives/Evaluation

Rationale: As a follow-up to the English 211 Assessment report last Winter semester, several changes are required.

Proposed Start Semester: Winter 2020

Course Description: In this course, students will explore literary works of the U.S. from the 17th century to 1900. Students will examine literary techniques, vocabulary and features significant to early American works written before 1900. Throughout the course, students will assess period works using literary vocabulary and applying critical thinking skills. Authors covered in the course could include figures such as Walt Whitman, Ralph Waldo Emerson, and Henry David Thoreau.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 **Student:** 45

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 45 **Student:** 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

No Level Required

Requisites

General Education**MACRAO**

MACRAO Humanities

General Education Area 6 - Arts and Humanities

Assoc in Applied Sci - Area 6

Assoc in Science - Area 6

Assoc in Arts - Area 6

Michigan Transfer Agreement - MTA

MTA Humanities

Request Course Transfer**Proposed For:****Student Learning Outcomes**

1. Identify major genres, themes, and techniques in selected literary work(s).

Assessment 1

Assessment Tool: Formal, analytical, literary essay based on selected course readings.

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All enrolled students will be assessed

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of these students will score 70% or better

Who will score and analyze the data: Departmental Faculty

2. Use literary vocabulary to analyze U.S. literature in an academic essay.

Assessment 1

Assessment Tool: Formal, analytical, literary essay based on selected course readings.

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All enrolled students will be assessed

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of these students will score 70% or better

Who will score and analyze the data: Departmental faculty

3. Apply critical thinking skills of observation, explanation and interpretation to evaluate U.S. literature.

Assessment 1

Assessment Tool: Formal, analytical, literary essay based on selected course readings.

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All enrolled students will be assessed

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of these students will score 70% or better

Who will score and analyze the data: Departmental faculty

Course Objectives

1. Recognize major literary genres such as poetry, drama, prose, fiction and non-fiction.
2. Identify common literary techniques such as the use of metaphorical tropes, symbolism, conflict, irony, foreshadowing, building suspense, and creating a meaningful conclusion.

3. Identify and critically analyze themes from the readings that inform the variety and nature of human experience.
4. Correctly use literary vocabulary in an academic essay such as the terms protagonist, antagonist, denouement, conclusion, theme, metaphor, and characterization.
5. Comment thoughtfully on the layers of meaning involved in understanding a particular piece of literature.
6. Correctly quote and paraphrase from a literary work, with appropriate citation within the paper.
7. Write a standard academic essay, including a well-written thesis statement, strong supporting arguments for that thesis, a meaningful conclusion, and a correctly cited page of sources referred to in a particular piece of literature.
8. Identify significant features of an American literary work written before 1900 in a standard academic essay.
9. Support an interpretation of an early American literary work in an academic essay.

New Resources for Course

Course Textbooks/Resources

Textbooks
Manuals
Periodicals
Software

Equipment/Facilities

Level III classroom

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Maryam Barrie</i>	<i>Faculty Preparer</i>	<i>Sep 10, 2019</i>
Department Chair/Area Director: <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Sep 11, 2019</i>
Dean: <i>Scott Britten</i>	<i>Recommend Approval</i>	<i>Sep 18, 2019</i>
Curriculum Committee Chair: <i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>Oct 31, 2019</i>
Assessment Committee Chair: <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Nov 08, 2019</i>
Vice President for Instruction: <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Nov 08, 2019</i>

MASTER SYLLABUS

Course Discipline Code & No: ENG 211 Title: American Literature I-Before 1900 Effective Term Fall 2009
 Division Code: HSS Department Code: ENG Org #: 11300
 Don't publish: College Catalog Time Schedule Web Page

Reason for Submission. Check all that apply.
 New course approval Reactivation of inactive course
 Three-year syllabus review/Assessment report Inactivation (Submit this page only.)
 Course change

Change information: Note all changes that are being made. Form applies only to changes noted.
 Consultation with all departments affected by this course is required. Total Contact Hours (total contact hours were: _____)
 Course discipline code & number (was _____)* Distribution of contact hours (contact hours were:
 *Must submit inactivation form for previous course. lecture: _____ lab _____ clinical _____ other _____)
 Course title (was _____) Pre-requisite, co-requisite, or enrollment restrictions
 Course description Change in Grading Method
 Course objectives (minor changes) Outcomes/Assessment
 Credit hours (credits were: _____) Objectives/Evaluation
 Other _____

Rationale for course or course change. Attach course assessment report for existing courses that are being changed.
 Updating assessment cycle and method.

Approvals Department and divisional signatures indicate that all departments affected by the course have been consulted.

Department Review by Chairperson New resources needed All relevant departments consulted
 Print: Carrie Krantz/Tom Zimmerman Signature [Signature] Date: 3/19/09
 Faculty/Preparer
 Dept. Chair Recommendation Yes No
 Print: Carrie Krantz Signature [Signature] Date: 3/19/09
 Department Chair
 Division Review by Dean
 Request for conditional approval
 Recommendation Yes No [Signature] Date: MAR 19 2009
 Dean's/Administrator's Signature
 Curriculum Committee Review
 Recommendation Tabled Yes No [Signature] Date: 4/18/09
 Curriculum Committee Chair's Signature
 Vice President for Instruction Approval
[Signature] Date: 4/10/09
 Vice President's Signature
 Approval Yes No Conditional

Do not write in shaded area.
 Log File 3/19/09 Ecopy Banner 4/10 C&A Database 4/10 C&A Log File 4/10 Basic skills Contact fee

Please return completed form to the Office of Curriculum & Assessment and email an electronic copy to sjohn@wccnet.edu for posting on the website.

***Complete ALL sections which apply to the course, even if changes are not being made.**

Course: ENG 211	Course title: American Literature I – Before 1900
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Credit hours: 3 If variable credit, give range: _____ to _____ credits	Contact hours per semester: <table style="width:100%"> <tr> <td></td> <td style="text-align:center"><u>Student</u></td> <td style="text-align:center"><u>Instructor</u></td> </tr> <tr> <td>Lecture:</td> <td style="text-align:center">45</td> <td style="text-align:center">45</td> </tr> <tr> <td>Lab:</td> <td style="text-align:center">_____</td> <td style="text-align:center">_____</td> </tr> <tr> <td>Clinical:</td> <td style="text-align:center">_____</td> <td style="text-align:center">_____</td> </tr> <tr> <td>Practicum:</td> <td style="text-align:center">_____</td> <td style="text-align:center">_____</td> </tr> <tr> <td>Other:</td> <td style="text-align:center">_____</td> <td style="text-align:center">_____</td> </tr> <tr> <td>Totals:</td> <td style="text-align:center">45</td> <td style="text-align:center">45</td> </tr> </table>		<u>Student</u>	<u>Instructor</u>	Lecture:	45	45	Lab:	_____	_____	Clinical:	_____	_____	Practicum:	_____	_____	Other:	_____	_____	Totals:	45	45	Are lectures, labs, or clinicals offered as separate sections? <input type="checkbox"/> Yes - lectures, labs, or clinicals are offered in separate sections <input type="checkbox"/> No - lectures, labs, or clinicals are offered in the same section	Grading options: <input type="checkbox"/> P/NP (limited to clinical & practical) <input type="checkbox"/> S/U (for courses numbered below 100) <input checked="" type="checkbox"/> Letter grades
	<u>Student</u>	<u>Instructor</u>																						
Lecture:	45	45																						
Lab:	_____	_____																						
Clinical:	_____	_____																						
Practicum:	_____	_____																						
Other:	_____	_____																						
Totals:	45	45																						

Prerequisites. Select one:
 College-level Reading & Writing
 Reduced Reading/Writing Scores
 No Basic Skills Prerequisite

(Add information at Level I prerequisite)
 (College-level Reading and Writing is **not** required.)

--In addition to Basic Skills in Reading/Writing:

Level I (enforced in Banner)

Course	Grade	Test	Min. Score	Concurrent Enrollment <small>Can be taken together</small>	Corequisites <small>Must be enrolled in this class also during the same semester</small>
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____

Level II (enforced by instructor on first day of class)

Course	Grade	Test	Min. Score
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____

Enrollment restrictions (In addition to prerequisites, if applicable.)

and or Consent required
 and or Admission to program required
 and or Other (please specify): _____
 Program: _____

Please send syllabus for transfer evaluation to:

Conditionally approved courses are not sent for evaluation.
 Insert course number and title you wish the course to transfer as.

<input type="checkbox"/> E.M.U. as _____	<input type="checkbox"/> _____ as _____
<input type="checkbox"/> U of M as _____	<input type="checkbox"/> _____ as _____
<input type="checkbox"/> _____ as _____	<input type="checkbox"/> _____ as _____

<p>Course ENG 211</p>	<p>Course title American Literature I – Before 1900</p>	
<p>Course description State the purpose and content of the course. Please limit to <u>500</u> characters.</p>	<p>This course provides a survey of the literature of North America (continental U.S.) from the 17th century to 1900. Students will apply critical-thinking skills to assess literary works.</p>	
<p>Course outcomes List skills and knowledge students will have after taking the course.</p> <p>Assessment method Indicate how student achievement in each outcome will be assessed to determine student achievement for purposes of course improvement.</p>	<p>Outcomes (applicable in all sections)</p> <p>By writing a standard, academic essay, students will demonstrate the ability to:</p> <ol style="list-style-type: none"> Read works by authors writing in the U.S. in the 17th, 18th, and 19th centuries. Use literary vocabulary to analyze U.S. literature in an academic essay. Apply critical thinking skills of observation, explanation, and interpretation to evaluate U.S. literature. 	<p>Assessment Methods for determining course effectiveness</p> <p>Once in a 3-year cycle, the department will evaluate a formal, analytical, literary essay based on selected course readings.</p>
<p>Course Objectives Indicate the objectives that support the course outcomes given above.</p> <p>Course Evaluations Indicate how instructors will determine the degree to which each objective is met for each student.</p>	<p>Objectives (applicable in all sections)</p> <p>Note: Students in the various sections of ENG 211 will read and analyze works across genres from among the following units. Individual works will vary by instructor and/or section.</p> <ul style="list-style-type: none"> Colonial Literature Literature of New England Literature of the Revolution The National Voice Literature of Minorities and Unheard Voices: Native Americans, Latino, Hispanic, African Americans, Women, and Asian Americans. Antebellum Literature <p>Within each unit, the following objectives are addressed:</p> <ol style="list-style-type: none"> Apply standard critical elements (genre, style, language, theme) to a written analysis of selected works. Identify and critically analyze themes from the reading that inform the nature and variety of human experience. 	<p>Evaluation Methods for determining level of student performance of objectives</p> <p>Options for each unit/objective</p> <p>Written assignments</p> <ul style="list-style-type: none"> Journal Essay Essay exams Projects Portfolio <p>Minimum expectations to be applied for each unit or combination of units.</p> <ol style="list-style-type: none"> 5-10 pages of written, standard, critical analysis of literature. Some form of formal and informal in-class writing similar to the options listed above.

List all new resources needed for course, including library materials.

Student Materials:

List examples of types Texts Supplemental reading Supplies Uniforms Equipment Tools Software	(e.g. <i>The Heath</i> or <i>The Norton</i>)	Estimated costs \$ 70.00
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Equipment/Facilities: Check all that apply. (All classrooms have overhead projectors and permanent screens.)

Check level only if the specified equipment is needed for all sections of a course.

<input checked="" type="checkbox"/> Level I classroom Permanent screen & overhead projector <input type="checkbox"/> Level II classroom Level I equipment plus TV/VCR <input type="checkbox"/> Level III classroom Level II equipment plus data projector, computer, faculty workstation	<input checked="" type="checkbox"/> Off-Campus Sites <input checked="" type="checkbox"/> Testing Center <input type="checkbox"/> Computer workstations/lab <input type="checkbox"/> ITV <input checked="" type="checkbox"/> TV/VCR <input checked="" type="checkbox"/> Data projector/computer <input type="checkbox"/> Other _____
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Assessment plan:

Learning outcomes to be assessed (list from Page 3)	Assessment tool	When assessment will take place (semester & year)	Course section(s)/other population	Number students to be assessed
By writing a standard, academic essay, students will demonstrate the ability to: a. Read works by authors writing in the U.S. in the 17 th , 18 th , and 19 th centuries. b. Use literary vocabulary to analyze U.S. literature in an academic essay. c. Apply critical thinking skills of observation, explanation, and interpretation to evaluate U.S. literature.	A formal, analytical, literary essay based on selected course readings.	Winter 2009 and every three years thereafter.	Course sections	Sample of 20% of students from all sections.

Scoring and analysis of assessment:

1. Indicate how the above assessment(s) will be scored and evaluated (e.g. departmentally developed rubric, external evaluation, other). Attach the rubric/scoring guide.
 - Essays will be developed with a departmentally developed rubric.
2. Indicate the standard of success to be used for this assessment.
 - 75% of the students will score a "C" or better on the essay.
3. Indicate who will score and analyze the data (data must be blind-scored).
 - Full-time English Department faculty will score and analyze the data.
4. Explain the process for using assessment data to improve the course.
 - Faculty will review the assessment results at a department meeting, and if necessary, recommend strategies for improvement.