

Washtenaw Community College Comprehensive Report

ENG 223 British Literature - After 1800

Effective Term: Spring/Summer 2020

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: English & College Readiness

Discipline: English

Course Number: 223

Org Number: 11300

Full Course Title: British Literature - After 1800

Transcript Title: British Literature-After 1800

Is Consultation with other department(s) required: No

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

Reason for Submission:

Change Information:

Other:

Rationale: Updating Master Syllabus

Proposed Start Semester: Fall 2020

Course Description: In this course, students will analyze British literature from 1800 to present. Readings stress the major works and authors of the period (e.g. Blake, Keats, Browning, Hopkins, Hardy, Conrad, Yeats, Joyce, Eliot). They will practice using literary terms in interpreting a variety of texts across genre and mode, in writing and discussion. Students will be expected to analyze fiction critically in class discussions and through formal and informal writings.

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

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 quality authors and works of British literature of the period.

Assessment 1

Assessment Tool: Essay or writing assignment based on course readings
 Assessment Date: Winter 2020
 Assessment Cycle: Every Three Years
 Course section(s)/other population: All
 Number students to be assessed: All
 How the assessment will be scored: Departmentally-developed rubric
 Standard of success to be used for this assessment: 70% of students will score 73% or higher
 Who will score and analyze the data: Departmental faculty

2. Analyze works of British literature of the period.

Assessment 1

Assessment Tool: Essay or writing assignment based on course readings
 Assessment Date: Winter 2020
 Assessment Cycle: Every Three Years
 Course section(s)/other population: All
 Number students to be assessed: All
 How the assessment will be scored: Departmentally-developed rubric
 Standard of success to be used for this assessment: 70% of students will score 73% or higher
 Who will score and analyze the data: Departmental faculty

3. Synthesize literary texts, historical and cultural contexts, and/or reader experience to create meaning.

Assessment 1

Assessment Tool: Essay or writing assignment based on course readings
 Assessment Date: Winter 2020
 Assessment Cycle: Every Three Years
 Course section(s)/other population: All
 Number students to be assessed: All
 How the assessment will be scored: Departmentally-developed rubric
 Standard of success to be used for this assessment: 70% of students will score 73% or higher
 Who will score and analyze the data: Departmental faculty

Course Objectives

1. Explore relevant literary and imaginative texts from multiple modes, i.e. written, filmic, audio, visual, etc.
2. Analyze the interplay of critical elements in British literature of the period, i.e. genre, style, language, theme.
3. Analyze connections between course readings and diverse human experience, historical and cultural contexts, and social systems.
4. Evaluate moral and ethical problems posed in literary texts and their potential connections to problems encountered in our personal, social, and work lives.
5. Articulate their own process of making meaning by reading: indicate the interaction of elements that produces meaning in a given reading situation, i.e. author, text, reader, historical and cultural context,

etc.

6. Generate interpretations of text by employing evidence, analysis, and explanation.
7. Collaborate with peers in evaluating texts and interpretations from multiple perspectives.
8. Analyze the experiences and biases that inform individual interpretations of texts and account for differing judgments.
9. Communicate ideas and literary interpretations effectively for multiple audiences.

New Resources for Course

Course Textbooks/Resources

Textbooks
Manuals
Periodicals
Software

Equipment/Facilities

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Hava Levitt-Phillips</i>	<i>Faculty Preparer</i>	<i>Nov 04, 2019</i>
Department Chair/Area Director: <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Nov 08, 2019</i>
Dean: <i>Scott Britten</i>	<i>Recommend Approval</i>	<i>Nov 11, 2019</i>
Curriculum Committee Chair: <i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>Jan 07, 2020</i>
Assessment Committee Chair: <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Jan 09, 2020</i>
Vice President for Instruction: <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Jan 13, 2020</i>

Course Discipline Code & No: ENG 223 Title: British Literature After 1800 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] MAR 19 2009
 Dean's/Administrator's Signature Date

Curriculum Committee Review
 Recommendation Tabled Yes No [Signature] 4/8/09
 Curriculum Committee Chair's Signature Date

Vice President for Instruction Approval
[Signature] 4/10/09
 Vice President's Signature Date
 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 223	Course title: British Literature After 1800
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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 checked="" type="checkbox"/> E.M.U. as _____	<input checked="" type="checkbox"/> CMU _____ as _____
<input checked="" type="checkbox"/> U of M as _____	<input checked="" type="checkbox"/> Ferris St. _____ as _____
<input checked="" type="checkbox"/> MSU _____ as _____	<input checked="" type="checkbox"/> Lake Superior St. _____ as _____

<p>Course ENG 223</p>	<p>Course title British Literature After 1800</p>	
<p>Course description State the purpose and content of the course. Please limit to <u>500</u> characters.</p>	<p>This course analyzes British literature from 1800 to present. Readings stress the major works and authors of the period (e.g., Blake, Keats, Browning, Hopkins, Hardy, Conrad, Yeats, Joyce, Eliot). 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"> a. Read works by major authors of the period and identify major themes, elements, and techniques in these works. b. Use literary vocabulary to analyze British literature in an academic essay. c. Apply critical thinking skills of observation, explanation, and interpretation to evaluate British literature. 	<p>Assessment Methods for determining course effectiveness</p> <hr/> <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>Students in the various sections of ENG 223 will read and analyze works from the following literary periods:</p> <ul style="list-style-type: none"> • Romantic (e.g., Blake, Keats) • Victorian (e.g., Tennyson, Browning) • 20th Century (e.g., Yeats, Joyce, Eliot) • Contemporary (e.g., Heaney, Achebe) <p>Individual works assigned will vary by instructor, they may focus on any combination of the above periods.</p> <p>Within each period, the following objectives are addressed:</p> <ol style="list-style-type: none"> 1. Apply standard critical elements (genre, style, language, theme) to a written analysis of selected works. 2. Identify and critically analyze themes from the readings that inform the nature and variety of human experience, such as: <ul style="list-style-type: none"> • Individual vs. society • Aestheticism • Nature worship 	<p>Evaluation Methods for determining level of student performance of objectives</p> <hr/> <p>Options for each objective/unit/genre/period: Written assignments</p> <ul style="list-style-type: none"> • Journal • Essay • Essay exam • Project • Portfolio • Reading cards/reader notes • Objective short-answer quizzes or exams <p>Minimum expectations to be applied for each unit or combination of units:</p> <ol style="list-style-type: none"> 1. 5-10 pages of written standard critical analysis of literature. 2. Some form of formal and informal in-class writing similar to the options listed above.

MASTER SYLLABUS

	<ul style="list-style-type: none"> • Gothic • Industrialization • Empire and colonization • Socioeconomic inequality • Nationalism • Evolution • Mysticism • Fall of empire • War and its effects • Multicultural influences • Fragmentation and alienation • Modernism and Postmodernism 	
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List all new resources needed for course, including library materials.

Student Materials:

List examples of types		Estimated costs
<ul style="list-style-type: none"> Texts Supplemental reading Supplies Uniforms Equipment Tools Software 	<i>The Norton Anthology of English Literature</i> or individual paperbacks.	\$ 80.00

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

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 major authors of the period and identify major themes, elements, and techniques in these works.	A formal, analytical, literary essay based on selected course readings.	Winter 2011 and every three years thereafter.	Course sections	Sample of 20% of students from all sections.

<p>b. Use literary vocabulary to analyze British literature in an academic essay.</p> <p>c. Apply critical thinking skills of observation, explanation, and interpretation to evaluate British literature.</p>				
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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.