EASTERN ARIZONA COLLEGE

English Literature I

Course Design

2018-2019

Course Information

Division: Communicative Arts
Course Number: ENG 221
Title: English Literature I
Credits: 3
Developed by: Melanie Russell
Lecture/Lab Ratio: 3 Lecture/0 Lab

<table>
<thead>
<tr>
<th>Transfer Status</th>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<tbody>
<tr>
<td>ENG 221, Humanities, Arts &amp; Design (HU)</td>
<td>ENG 231; Aesthetic &amp; Humanistic Inquiry [AHI]</td>
<td>ENGL 260; Tier 2 Humanities (HUM)</td>
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Activity Course: No
CIP Code: 23.1301
Assessment Mode: Portfolio
Semester Taught: Fall
GE Category: Humanities
Separate Lab: No
Awareness Course: No
Intensive Writing Course: Yes
Diversity and Inclusion Course: Yes

Prerequisites
ENG 101 with a grade of "C" or higher and reading placement test score as established by District policy or ENG 091 with a grade of "C" or higher

Educational Value

A. To General Education
   1. Increases students' cultural & intellectual awareness.
   2. Increases students' understanding of self and others, including ethnicity and gender issues.
   3. Helps students to develop critical thinking and writing skills.
   4. Helps students to develop skills in synthesizing.
   5. Helps students to develop abilities to read for subtleties and nuances.
   6. Increases students' abilities to write coherent, insightful essay examinations.
   7. Increases students' abilities to write critical essays on literary subjects.

B. To Major/Program
   1. Increases students' reading background in English literature.
2. Increases students' awareness of the cultural and historical contexts in which English literature has developed, including issues of ethnicity and gender.

3. Increases students' ability to apply a variety of critical approaches to the study of English literature.

As an Intensive Writing (IW) course, the instructional content of the course will include at least one formal writing assignment of not less than 1,500 words and a minimum of two additional writing assignments totaling 1,000 words or more. The instructor must provide students with feedback on selected writing assignments, addressing issues including but not limited to, development, style, grammar, sentence and organizational structure, use of sources, and logical consistency. The assignments must be designed to include feedback from peers, professionals, or the EAC Writing Center. These writing assignments will account for a minimum of 10% of the student’s final grade. Meets Diversity and Inclusion (DI) requirement.

**Description**

Covers selected literature from the Middle Ages through the Restoration and Eighteenth Century. Students generate a minimum of 2,500 words including revisions throughout the semester.

**Supplies**

None

**Competencies and Performance Standards**

1. Demonstrate an awareness of the principles of good essay answers.

   **Learning objectives**

   What you will learn as you master the competency:

   a. Participate in discussions which identify and apply techniques for writing effective essay answers.

   b. Write essay examinations which analyze an essay question; compose a clear, effective thesis statement to control the essay; organize (pre-write) an essay answer; develop an essay with clear, logical evidence; use clear transitions.

   **Performance Standards**

   Competence will be demonstrated:

   - in oral discussions, through the application of concepts to the essays of others
   - in essay quizzes and examinations

   **Criteria - Performance will be satisfactory when:**

   - learner's thesis contains keywords from the prompt
   - learner's thesis and structure reflect the idea breakdown implied by the prompt
   - learner composes paragraphs which contain adequate detail in support of each conclusion stated
   - learner includes a summary at the end of each major idea and an introduction to each new major idea
   - learner formulates ideas which reflect mastery of course material
   - learner identifies the above characteristics in the essays of other students

2. Demonstrate the ability to read closely.

   **Learning objectives**

   What you will learn as you master the competency:

   a. Participate in discussions throughout the semester which focus on the application of close
reading techniques to various texts studied in the course.

b. Write essay examinations which differentiate between conclusions and development in a text; analyze patterns occurring in a text; formulate valid inferences and judgments; interpret overall meaning.

Performance Standards
Competence will be demonstrated:
- in oral discussions
- in written assignments, quizzes and examinations

Criteria - Performance will be satisfactory when:
- learner identifies overall theme, stated or implied, in a text
- learner makes inferences and/or judgments which reflect satisfactory mastery of a text's content
- learner offers adequate and relevant detail from a text in support of each conclusion stated
- learner traces appropriate patterns of images and/or ideas in a text as they relate to the learner's thesis

3. Demonstrate an understanding of the works of individual writers of early English literature.

Learning objectives
What you will learn as you master the competency:

a. Participate in discussions throughout the semester which focus on works of individual writers of early English literature.

b. Critically address and investigate representations of gender, sexual orientation, socioeconomic status, race, or ethnicity in this course’s reading materials.

c. Examine materials written by the diverse ethnic and social groups present in England from the Middle Ages through the Restoration and Eighteenth Century.

d. Write an essay quiz which shows knowledge of a single work by an early author and an awareness of the Medieval Period in which it is written.

e. Write unit essay tests which show knowledge of the works of assigned writers in early English literature and which discuss similarities and differences among them.

Performance Standards
Competence will be demonstrated:
- in oral discussions
- in written assignments, quizzes, and examinations

Criteria - Performance will be satisfactory when:
- learner formulates generalizations about individual works by individual authors, offering appropriate evidence from within the text as evidence
- learner formulates links between different works by individual authors, offering appropriate evidence from within a variety of texts as evidence
- learner identifies links between the works by individual authors and the periods in which they write

4. Demonstrate the ability independently to apply skills developed through class discussions.

Learning objectives
What you will learn as you master the competency:

a. Participate in discussions throughout the semester which increasingly make links between
a. Participate in discussions throughout the semester which focus on characteristics of each of the literary periods, making links between individual works and the periods involved.

b. Write an essay on the Medieval Period.

c. Write an essay on the Renaissance Period--both Elizabethan and Jacobean.

d. Write an essay on the Eighteenth Century and the Enlightenment.

Performance Standards

Competence will be demonstrated:

- in oral discussions
- in written assignments, quizzes, and examinations

Criteria - Performance will be satisfactory when:

- learner formulates appropriate generalizations about the literary period
- learner applies generalizations about the literary period to individual authors, showing how their works share and/or depart from that particular characteristic of the period
- learner compares and/or contrasts characteristics of individual authors within a period to each other as they exemplify the literary period
**Performance Standards**

*Competence will be demonstrated:*

- in oral discussions
- in written assignments, quizzes, and examinations

*Criteria - Performance will be satisfactory when:*

- learner traces various themes through the works of various literary periods, identifying similarities and differences as they relate to both themes and literary periods
- learner offers details from within various literary works in support of generalizations

**Types of Instruction**

Classroom Presentation, including Media
Whole Group Discussion
Small Group Discussion
Individual Reports

**Grading Information**

**Grading Rationale**

Evaluation is primarily based on written work, with discussions affecting borderline grades. Though some objective quizzes may be used to check preparation, the overwhelming bulk of the written work should involve essays which call for thoughtful, critical responses in some essay quizzes, but mostly in essay unit tests and a 1,500 word out-of-class paper which is written and re-written. While some flexibility is possible, essay quizzes are meant, in part, to teach students how to write essay tests. Therefore, the number of points should be kept small enough to neutralize fear--but large enough to reward excellence. Twenty-five points is reasonable, with major examinations being worth from 100 to 120 points and the paper being equivalent to one major exam. Since English Literature I is an intensive writing course, the single most important evaluative criterion must be the overall quality of a student's written expression.

**Grading Scale**

A 90 - 100%
B 80 - 89%
C 70 - 79%
D 60 - 69%
F 59% and below