# Course Information

<table>
<thead>
<tr>
<th>Division</th>
<th>Communicative Arts</th>
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<tbody>
<tr>
<td>Course Number</td>
<td>ENG 222</td>
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<tr>
<td>Title</td>
<td>English Literature II</td>
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<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Developed by</td>
<td>Melanie Russell</td>
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<tr>
<td>Lecture/Lab Ratio</td>
<td>3 Lecture/0 Lab</td>
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<tr>
<th>Transfer Status</th>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<td></td>
<td>ENG 222, Humanities, Arts &amp; Design (HU), Historical Awareness (H)</td>
<td>ENG 232; Aesthetic &amp; Humanistic Inquiry [AHII]</td>
<td>ENGL 261; Tier 2 Humanities (HUM)</td>
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| Activity Course   | No                       |
| CIP Code          | 23.1301                  |
| Assessment Mode   | Portfolio                |
| Semester Taught   | Spring                   |
| 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 Romantic Period through the present. 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:
   o in oral discussions, through the application of concepts to the essays of others
   o in essay quizzes and examinations

   Criteria - Performance will be satisfactory when:
   o learner's thesis contains keywords from the prompt
   o learner's thesis and structure reflect the idea breakdown implied by the prompt
   o learner composes paragraphs which contain adequate detail in support of each conclusion stated
   o learner includes a summary at the end of each major idea and an introduction to each new major idea
   o learner formulates ideas which reflect mastery of course material
   o 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 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:*
   
   o in oral discussions
   
   o in written assignments, quizzes, and examinations

   **Criteria - Performance will be satisfactory when:**
   
   o learner identifies overall theme, stated or implied, in a text
   
   o learner makes inferences and/or judgments which reflect satisfactory mastery of a text's content
   
   o learner offers adequate and relevant detail from a text in support of each conclusion stated
   
   o 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 in later English literature.**

   **Learning objectives**
   
   *What you will learn as you master the competency:*
   
   a. Participate in discussions throughout the semester which focus on the works of individual writers of later 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 Romantic period to the present.
   
   d. Write an essay quiz which shows knowledge of a single work by an early author and an awareness of the Romantic Period in which it is written.
   
   e. Write unit essay tests which show knowledge of the works of assigned writers in later English literature and which discuss similarities and differences among them.

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

   **Criteria - Performance will be satisfactory when:**
   
   o learner formulates generalizations about individual works by individual authors, offering appropriate evidence from within the text as evidence
   
   o learner formulates links between different works by the individual authors, offering appropriate evidence from within a variety of texts as evidence
   
   o 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 authors and periods of literature.
   b. Write essay examinations which trace a single theme in each of the three literary periods.

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

   **Criteria - Performance will be satisfactory when:*
   
   o learner classifies a work of literature by genre, discussing relevant genre issues
   o learner evolves a concept of theme in a work of literature
   o learner explores connections between theme and the period in which a work is written--its historical and cultural milieu
   o learner reveals awareness of the universality of theme
   o learner uses appropriate details from within a work to demonstrate the validity of the interpretation
   o learner demonstrates awareness of literary devices and their uses

5. **Demonstrate an understanding of characteristics of each of the three literary periods covered in the course--Romantic, Victorian, and The Twentieth Century.**

   **Learning objectives**
   
   *What you will learn as you master the competency:*
   
   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 Romantic Period.
   c. Write an essay on the Victorian Period.
   d. Write an essay on the Twentieth Century Period.

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

   **Criteria - Performance will be satisfactory when:*
   
   o learner formulates appropriate generalizations about the literary period
   o 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
   o learner compares and/or contrasts characteristics of individual authors within a period to each other as they exemplify the literary period
6. **Demonstrate an ability to make links between the three literary periods of the course.**

   **Learning objectives**

   What you will learn as you master the competency:

   a. Participate in discussions throughout the semester, increasingly making links between the periods of literature studied in the course.

   b. Write an essay defending a thesis that synthesizes how a single theme evolves through the three literary periods.

   **Performance Standards**

   Competence will be demonstrated:

   o in oral discussions

   o in written assignments, quizzes, and examinations

   Criteria - Performance will be satisfactory when:

   o learner traces various themes through the works of various literary periods, identifying similarities and differences as they relate to both themes and literary periods

   o 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 1500 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 II 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