EASTERN ARIZONA COLLEGE
English Literature II
Course Design
2020-2021

Course Information

Division: Communicative Arts
Course Number: ENG 222
Title: English Literature II
Credits: 3
Developed by: Melanie Russell
Lecture/Lab Ratio: 3 Lecture/0 Lab
Transfer Status:

<table>
<thead>
<tr>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<tbody>
<tr>
<td>ENG 222, Humanities, Arts &amp; Design (HU),</td>
<td>ENG 232; Aesthetic &amp; Humanistic Inquiry</td>
<td>ENGL 261; Tier 2 Humanities (HUM)</td>
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<tr>
<td>Historical Awareness (H)</td>
<td>[AHI]</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 online/in-person tutors. These major essays will be weighted at 40%, with the other 60% comprised of in-class/daily work. Meets Diversity and Inclusion (DI) requirement.

**Description**
Covers selected literature from the Romantic Period through the present. Exposes students to a variety of cultures, perspectives, and beliefs over these historical periods. 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:*
   
   - 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 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:*
   
   - 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 the 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 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:*

- learner classifies a work of literature by genre, discussing relevant genre issues
- learner evolves a concept of theme in a work of literature
- learner explores connections between theme and the period in which a work is written—its historical and cultural milieu
- learner reveals awareness of the universality of theme
- learner uses appropriate details from within a work to demonstrate the validity of the interpretation
- 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:*

- 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
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:*

- 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 1500 word out-of-class paper which is written and re-written. 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. Instructor will use the Student Learning Outcomes Rubric (below) to assess major writing projects in this class. Projects will be weighted as follows: 40% for major essays and 60% for in-class/daily work.

**English AA Program-Level Student Learning Outcomes**

1. Analyze foundational literary texts in English
2. Analyze the historical and cultural context of literature written in English
3. Apply strategies of textual interpretation appropriate to different literary genres
4. Develop an effective argument in literary analysis using primary and secondary sources
5. Write clearly and effectively
## Student Learning Outcomes Rubric

<table>
<thead>
<tr>
<th>Analyze foundational texts in English</th>
<th>1-2: Poor</th>
<th>3-4: Fair</th>
<th>5-6: Adequate</th>
<th>7-8: Good</th>
<th>9-10: Excellent</th>
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<tr>
<td><strong>Analyze foundational texts in English</strong></td>
<td>Little understanding of the text(s), mainly irrelevant and/or inappropriate references to the text(s), inaccurate and confusing documentation.</td>
<td>Superficial understanding of the text(s), some relevant references to the text(s), problems with documentation clarity.</td>
<td>Adequate understanding of the text(s), appropriate and generally correctly documented references to the text(s).</td>
<td>Good understanding of the text(s), clear and correct (MLA style) and pertinent references to the text(s).</td>
<td>Perceptive understanding of foundational text(s) as well as some of the subtleties, detailed, persuasive, accurate and correctly documented references to the text(s).</td>
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<td>Analyze the historical and cultural context of literature written in English</td>
<td>Little to no mention of historical or cultural context, few or no relevant illustrative examples.</td>
<td>Some recognition of the effects of historical and cultural context on the text, with superficial identification of those contexts.</td>
<td>Competent appreciation of the effects of historical and cultural context on the text, illustrated with some relevant examples.</td>
<td>Generally detailed appreciation of the effects of historical and cultural context on the text, detailed analysis illustrated with relevant examples.</td>
<td>Detailed and persuasive appreciation of the effects of historical and cultural context on the text, detailed analysis documented with carefully chosen examples.</td>
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<tr>
<td>Apply strategies of textual interpretation appropriate to different literary genres</td>
<td>Little understanding of the literary perspective applied, student barely references language and theory behind the perspective, analysis, and conclusions drawn are questionable with obvious &quot;errors.&quot;</td>
<td>Some understanding of the critical literary perspective to the work, student struggles to use the language and theory behind the perspective, analysis and conclusions drawn are somewhat questionable with a few obvious &quot;errors.&quot;</td>
<td>Essay reflects a competent understanding of the literary perspective applied, language, and theory are generally accurate, conclusions relate to chosen critical perspective.</td>
<td>Generally detailed and persuasive application of the critical literary perspective to the work, primarily accurate use of related language and theory, conclusions appropriate to chosen critical perspective.</td>
<td>Detailed and persuasive application of the critical literary perspective to the work, demonstrated fluency in the language and theory behind the perspective, conclusions entirely consistent with critical perspective.</td>
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Develop an effective argument in literary analysis using primary and secondary sources

1-2: Poor
The student's ideas are mostly insignificant and/or irrelevant, OR the content is mostly narration and/or repetition, little to no use of primary and secondary sources, little or no documentation.

Write clearly and effectively
Little to no evidence of formal structure to the essay; simple listing of ideas without transitions; the language is not readily comprehensible; frequent lapses in grammar, spelling, and sentence construction; vocabulary rarely accurate or appropriate.

3-4: Fair
The student's ideas are sometimes irrelevant, little use of primary and secondary source, somewhat confusing documentation, essay text consists mainly of unsubstantiated generalizations or paraphrase.

Adequate structure to the response; student attempts to put ideas in a logical sequence; some degree of clarity and coherence in the use of language; some degree of accuracy in grammar, spelling, and sentence construction; vocabulary is sometimes appropriate to the discussion of literature.

4-6: Adequate
The student's ideas are generally relevant, supported by adequate primary and secondary sources which are mostly correctly documented; content is adequate and appropriately illustrated by some relevant examples.

Adequate structure to the essay; ideas are generally presented in order and connected with some transitions; adequately clear and coherent use of language; only a few significant lapses in grammar, spelling, and sentence construction; some care shown in choice of vocabulary, idiom, and style; register is generally appropriate for literary analysis.

5-8: Good
The student's ideas are clearly relevant and supported with correctly documented solid primary and secondary sources, content includes detail and relevant examples.

Clear, logical structure to the essay; supporting examples appropriately woven into the text; clear, varied, and precise language; no significant lapses in grammar, spelling, and sentence construction; precise use of wide vocabulary, figurative language and connotations; specific, creative college-level diction.

7-10: Excellent
The student's ideas are convincingly supported with correctly documented, high-quality primary and secondary sources; essay is detailed and persuasively illustrated by carefully chosen examples.

Purposeful and effective structure to the essay; supporting examples well integrated into the text; clear, varied, and precise language; no significant lapses in grammar, spelling, and sentence construction; precise use of wide vocabulary, figurative language and connotations; specific, creative college-level diction.

Grading Scale

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

Eastern Arizona College values diversity and inclusion and commits to fostering a welcoming, fair, and respectful environment in which all are given the opportunity to meet their educational goals. The focus of this commitment is built on the foundation of a community that appreciates, welcomes, and is ready to harness the unique talents and expertise of our widely diverse and dynamic community. EAC recognizes that an important aspect of higher education is exposure to different cultures, perspectives, and beliefs and wishes to foster this through curricular and co-curricular activities.