

ARIZONA WESTERN COLLEGE
SYLLABUS

ENG 242 ENGLISH LITERATURE 1800 TO PRESENT

Credit Hours: 3 Lec: 3General Education Course: WI (Writing Intensive)
H (Historical Awareness)

PREREQUISITE: ENG 101 or 107

THIS COURSE IS DESIGNATED AS WRITING INTENSIVE: Arizona Western College believes writing provides students a unique opportunity to learn disciplinary content while mastering writing skills. Writing-Intensive (WI) courses at Arizona Western College integrate writing assignments in ways that help students learn both the subject matter of the courses and discipline-specific ways of thinking and writing. Writing Intensive courses help develop students' identities as good writers by linking their writing proficiency with their desire to know more about the field of study, to engage in questions in the discipline, and to become a participant in academic discourse.

COURSE DESCRIPTION

A chronological survey of English Literature from the Romantic period to the present. Major authors will include Wadsworth, Browning, Joyce, Woolf, and Samuel Beckett.

1. COURSE GOALS

- 1.1 Explain the literary qualities of each work.
- 1.2 Identify the political, social, and philosophical contexts of each work.
- 1.3 Distinguish between values reflected in or criticized by each work and the contemporary world.

2. OUTCOMES

Upon satisfactory completion of this course, students will be able to:

- 2.1 identify the political, social, philosophical, religious and historical contexts of each work.
- 2.2 compare and contrast attitudes towards race, gender and different cultures reflected in or criticized by each work.
- 2.3 review literary responses to British imperialism.
- 2.4 explain the styles and themes of each work.
- 2.5 distinguish between values reflected in each work and contemporary thought.
- 2.6 generate appropriate writing discourse according to the AWC Writing Intensive Courses: General Education guidelines.

WI OUTCOMES

Upon satisfactory completion of this course, students will be able to:

- 2.7 Demonstrate critical inquiry through the gathering, interpretation, and evaluation of evidence in writing.
- 2.8 Develop flexible strategies for generating ideas, revising, editing, and proofreading, using instructor and peer feedback on written discourse to guide improvement through revision.
- 2.9 Effectively compose discipline-specific writing, which includes overall organization, analysis, grammar, mechanics, punctuation, and style.
- 2.10 Develop strategies for composing both in class and out of class compositions.

- 2.11 Demonstrate through written discourse a sequence of increasing complexity/skill in knowledge of content as well as discipline specific discourse form.

3. AWC GENERAL EDUCATION (GE) OUTCOMES

3.1 DIGITAL LITERACY

- Determine the extent of information needed
- Comprehend the basic components of a networked computer system
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into one's knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally
- Create content in a digital environment

3.2 COMMUNICATION

- Write effectively and intelligently for a range of purposes and audiences in the English language (e.g., informing, persuading, advancing an argument, expressing, creating, etc.)
- Read a wide range of texts across the curriculum, demonstrating comprehension through written and oral summary and analysis
- Utilize proper citations, evaluate critically, and use effectively relevant information For problem-solving and presentation of ideas, issues, and arguments
- Speak effectively to a purpose before an audience
- Demonstrate effective listening skills
- Demonstrate skill in using electronic media generally appropriate to contemporary academic and professional workplaces
- Produce scholarly or creative works that effectively employ the communication conventions and means of the major field
- Provide writing that presents a clear, specific thesis and awareness of audience
- Fully develops examples to support thesis in logical, coherent manner demonstrates original thinking, depth of analysis, and comprehension of material used and that shows high proficiency in standard English grammar, spelling, and punctuation
- Instructor evaluates written discourse for form, which includes overall organization, analysis, grammar, mechanics, punctuation, and style.
- Some assignments are completed in class and some are completed out of class.
- Assignments within each course are arranged in a sequence of increasing complexity/skill, where applicable.
- Total formal writing for the course consists of at least 3000 words, or about 12 pages.
- At least 33% of the student's grade in the course is based on revised written discourse.

3.3 CIVIC DISCOURSE

- Describe historical, cultural, and political issues relevant in contemporary local, national, and global communities
- Analyze how such issues affect various local, national, and global regions, communities, and individuals
- Cross-cultural study with an emphasis on one or more foreign areas, including courses on such subjects as comparative religions, politics and international relationships.
- Study of non-U.S. centered cultural interrelationships of global scope, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.
- Offer views of humanity from a multitude of perspectives.
- Engender an awareness of the universal aspects of humanity.
- Explore causes of prejudice and discrimination.

- Analyze traditional and evolving views of women, race, and ethnicity.
- Foster a cooperative atmosphere in which inclusive cultural relations may be improved.
- Include study of the social, economic, political, and/or psychological dimension of relations between and among ethnic, racial, and gender groups.
- Have history as a major focus.
- Examine past human events in a sequential manner.
- Use broad historical views, showing the interconnectedness of events/ideas/creations/themes/theories.
- Analyze sources of information that interpret human developments, ideas and institutions in the sequence or sequences of past events (example: a course that covers not only what happened in the past, but examines the historical influences that explain why this past occurred as it did or why present human developments have occurred).

4. METHODS OF INSTRUCTION

- 4.1 Discussion
- 4.2 Lectures
- 4.3 Writing assignments
- 4.4 Instructional technology

5. LEARNING ACTIVITIES

- 5.1 Reading
- 5.2 Writing
- 5.3 Discussion

6. EVALUATION

- 6.1 Exams
- 6.2 Essays
- 6.3 At least 33% of the student's grade in the course will be based on written discourse consisting of a minimum of 3000 words or about 12 pages of revised writing

7. STUDENT RESPONSIBILITIES

- 7.1 Under AWC Policy, students are expected to attend every session of class in which they are enrolled.
- 7.2 If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course. Students who are not attending as of the 45th day of the course may be withdrawn by the instructor. If the student does not withdraw from the course and fails to complete the requirements of the course, the student will receive a failing grade.
- 7.3 Americans with Disabilities Act Accommodations: Arizona Western College provides academic accommodations to students with disabilities through AccessABILITY Resource Services (ARS). ARS provides reasonable and appropriate accommodations to students who have documented disabilities. It is the responsibility of the student to make the ARS Coordinator aware of the need for accommodations in the classroom prior to the beginning of the semester. Students should follow up with their instructors once the semester begins. To make an appointment call the ARS front desk at (928) 344-7674 or ARS Coordinator at (928) 344-7629, in the College Community Center (3C) building, next to Advising.
- 7.4 Academic Integrity: Any student participating in acts of academic dishonesty—including, but not limited to, copying the work of other students, using unauthorized "crib notes", plagiarism, stealing tests, or forging an instructor's signature—will be subject to the procedures and consequences outlined in AWC's Student Code of Conduct.

- 7.5 Texts and Notebooks: Students are required to obtain the class materials for the course.
- 7.6 Arizona Western College students are expected to attend every class session in which they are enrolled. To comply with Federal Financial Aid regulations (34 CFR 668.21), Arizona Western College (AWC) has established an Attendance Verification process for "No Show" reporting during the first 10 days of each semester.
- Students who have enrolled but have never attended class may be issued a "No Show" (NS) grade by the professor or instructor and receive a final grade of "NS" on their official academic record. An NS grade may result in a student losing their federal financial aid.
- For online classes, *student attendance in an online class is defined as the following* (FSA Handbook, 2012, 5-90):

- Submitting an academic assignment
- Taking an exam, an interactive tutorial or computer-assisted instruction
- Attending a study group that is assigned by the school
- Participating in an online discussion about academic matters
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course