July 19, 2013

1. College: College of Liberal and Applied Arts
2. Department: English
3. Course status: existing; does not require modification
4. Course prefix and number: ENG 230
5. Course title: American Literature from 1865
6. Course catalog description: Survey of major authors and literary movements/paradigms in American literature from 1865 to the present.
7. Number of semester credit hours: 3
8. Estimated total course enrollment per year: 125
9. Course prerequisites and/or required qualifications for enrolling in the class: Prerequisite: six hours of freshman English.
10. Course is not/will not be available online.
11. Foundational Component Area: Language, Philosophy, and Culture
12. Explain why this course fits into this foundation component area: Courses in the Language, Philosophy, and Culture Foundational Component Area focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. These courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures. ENG 230, a survey course devoted to the study of American literature from 1865, explores these considerations and how they continue to influence our world and human behaviors today. ENG 230 examines the philosophical concerns and belief systems that foster the creation of works of literature, cultural behaviors, and aesthetic and social milieus, among other considerations. The following four Core Objectives must be addressed in ENG 230 to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Personal Responsibility, and Social Responsibility.
13. Core Objectives
   - Critical Thinking - Students learn critical thinking skills by acquiring abilities in creative thinking, innovation, and inquiry, and in analysis, evaluation, and synthesis of information. In ENG 230, students are asked to think creatively and innovatively by questioning their taken-for-granted assumptions about topics, as explored in literature, that form the underlying background of their day-to-day worldview. In ENG 230, students make inquiries into issues, ideas, artifacts, and events relating to these topics before accepting or formulating an opinion or conclusion. Instructors expose students to a variety of readings from American literature from 1865, and explorations and discourse upon those readings require students to draw comparisons, to recognize oppositions and contradictions, to extrapolate and to draw conclusions. Students will be instructed in elements of critical thinking, such as creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information. The instruction will take place by means of lecture, assigned readings, and instructor input during class discussions which model for students how to express and respect diverse points of view. Students are expected to complete assigned readings, to engage in course and group discussions, and to analyze, interpret, and synthesize their findings resultant from
these critical engagements into written responses that may include essays and
ey essay examination. Students in ENG 230 demonstrate the acquisition of their
skills by being able to: articulate and evaluate points of view; discuss contrasting
themes, cultural and historical attributes, literary elements, and approaches to
literature; and compose essays that evidence their ability to analyze early world
literature and to formulate, justify, and clearly express their positions on their
topic. Each student’s mastery of Critical Thinking will be demonstrated by means
of a culminating Course Capstone Essay in which students will be asked to
analyze period-pertinent texts, evidence an understanding of literary techniques,
and evidence an understanding of cultural, thematic, or historical attributes
specific to the period or how they are relevant to today’s world.

- Communication Skills - In ENG 230, students will be instructed in elements of
communication skills, such as effective development, interpretation and
expression of ideas through written, oral and visual communication. This
instruction will take place by means of group interaction and class discussions
(oral communication in face-to-face courses, electronically in online courses),
visual medium (as found in assigned readings, lectures, power-point
presentations, or other media as dependent upon course materials), and writing
(written communication). Instructors provide students models, examples, and
explanation upon writing about literature. Students learn how to respond to
literature by becoming acquainted with and evidencing through writing effective
use of literary analysis methodologies, which enable them to make claims about
themes, about literary contexts as they apply to human conditions, historical and
cultural milieus, and other pertinent considerations. Students will write several
assignments or essays in response to their readings throughout the semester. Each
student’s mastery of Communication Skills will be demonstrated by means of a
Course Capstone Essay in which students will be asked to examine literary or
thematic concepts pertinent to the ENG 230 survey; this written assignment will
demonstrate appropriate organization, clarity, development of ideas, and
appropriate levels of writing competency.

- Social Responsibility - In ENG 230, students will be instructed in elements of
Social Responsibility, such as intercultural competence, knowledge of civic
responsibility, and the ability to engage effectively in regional, national, and
global communities. This instruction will take place by means of lectures,
assigned readings, and instructor input in class discussions. Literary studies
require students to explore intercultural experiences and how ideas, beliefs, and
values specific to a variety of cultures, affect human experience; sometimes these
experiences are distinct but universal patterns, common to all peoples, present
themselves in fiction, poetry, non-fiction, and/or drama. This knowledge permits
students to gain insights into their own cultural rules and biases, and how to
recognize these in others. Lectures and readings that pertain to the intellectual,
aesthetic, societal, cultural, and ethical milieus and forces that exist among
peoples in historical, regional, national, or international contexts fosters the
acquisition of civic sensibilities. Students will write essays that, while they are
responsive to literary elements such as theme, characterization, or genre, and so
on, are also responsive to intercultural, civic, and/or global contexts. Each
student’s mastery of Social Responsibility will be demonstrated by means of a Course Capstone Essay in which students will be asked to address, as it is pertinent to the ENG 230 survey, an understanding of social responsibility as it occurs in cultural contexts.

- **Personal Responsibility** - In ENG 230, students will be instructed in elements of Personal Responsibility, such as the ability to connect choices, actions and consequences to ethical decision-making. This instruction will take place by means of lecture, assigned readings, and instructor input in class discussions. In ENG 230, as in literature courses in general, students will have occasion to study human dynamics and interrelationships as these pertain to character development and character analysis. As antagonists and protagonists act and react, students will learn that choices involve complex moralities, ethics, and psychological, spiritual, and intellectual valuations, and that all acts bear with them consequences. They will learn, as well, that what occurs in the microcosm of the world depicted in literature applies to the macrocosm of their world experience. Each student’s mastery of Personal Responsibility will be demonstrated by means of a Course Capstone Essay in which students will be asked to consider the personal motivations, acts, obligations, or responsibilities faced by characters in their readings and how these speak to current circumstance or experience.

Contact person for questions about this submission:

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