

Submit one printed copy of this form with signatures and one printed copy of the syllabus to the Provost/VPAA's Office (Austin Building, Room 309). Initial submissions are due no later than February 15, 2013.

College: Liberal and Applied Arts

Department: English

Course status: existing; does not require modification

Course prefix and number: ENG 229

Course title: American Literature to 1865

Course catalog description: Survey of major authors and literary movements/paradigms in American literature from its beginnings to 1865.

Number of semester credit hours: 3

Estimated total course enrollment per year: 125

Course prerequisites and/or required qualifications for enrolling in the class: Prerequisite: six hours of freshman English.

Course is not/will not be available online.

Foundational Component Area: Language, Philosophy, and Culture

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 229, a survey course devoted to the study of American literature to 1865, explores these considerations and how they continue to influence our world and human behaviors today. ENG 229 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 229 to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Personal Responsibility, and Social Responsibility.

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 229, 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 229, 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 the first oral or written American literature to 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 essay examination. Students in ENG 229 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 American 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 229, 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 229 survey; this written assignment will demonstrate appropriate organization, clarity, development of ideas, and appropriate levels of writing competency.

Social Responsibility – In ENG 229, 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, that 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 foster 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 229 survey, an understanding of social responsibility as it occurs in cultural contexts.

Personal Responsibility – In ENG 229, 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 229, 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.

Email the syllabus for this course to brewersj@sfasu.edu. Please include the course prefix, course number and the word "Syllabus" in the file's title (e.g. PSC 141 Syllabus).

The syllabus must meet the SFASU Course Syllabus Guidelines as published by the Provost/VPAA. A link to these guidelines can be found at <http://www.sfasu.edu/acadaffairs>.

Student learning outcomes should be clearly specified in the syllabus. These are course objectives describing what students who complete the course will know or be able to do. Required core objectives (see above and Appendix 2) should be represented in the student learning outcomes.

A course calendar should be included in the syllabus. The calendar *should* list the topics that the course will cover and indicate the approximate amount of time to be devoted to each, either by percent of course time or number of weeks. The outline should indicate which topics will be required in all sections of the course and which may vary. If time in the course is to be specifically devoted to the required core objectives (see above and Appendix 2), that should be indicated in the course calendar.

Contact person for questions about this submission:

Dr. Mark Sanders, Chair

936 468 2319

sandersme1@sfasu.edu

A separate description of the institution-level assessment procedures to be used for the core curriculum will be distributed by the Core Curriculum Assessment Committee. Course acceptance by the Core Curriculum Advisory Committee does not guarantee acceptance by the Core Curriculum Assessment Committee. Approval by both committees is required for a course to be included in the core.

Department chairperson signature:

_____ Date: _____

College dean signature:

_____ Date: _____