Course Information
Division: Communicative Arts
Course Number: ENG 242
Title: American Literature II
Credits: 3
Developed by: Pete Chidester
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 242, Humanities, Arts &amp; Design (HU)</td>
<td>ENG 243; Aesthetic &amp; Humanistic Inquiry [AHI]</td>
<td>ENGL or ENGV Dept Elective, T1 Trads &amp; Cultures/ T2 Hum (TH)</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: Yes (GIH)
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
This course is designed for transfer students or those with special interest in the subject. Meets Diversity and Inclusion (DI) requirement. Meets Global/International/Historical Awareness (GIH) requirement. Meets Intensive Writing/Critical Inquiry (IW) requirement.

Description
Selected readings from the Civil War to the present. Students generate a minimum of 2,500 words including revisions throughout the semester.

Supplies
None
Competencies and Performance Standards

1. Interpret thematic meaning in a work of literature.

   Learning objectives
   
   What you will learn as you master the competency:
   
   a. Classify a work of literature by genre and period.
   b. Discuss the relationship between the genre/period of a piece of literature and its theme.
   c. Articulate the theme of a piece of literature.
   d. Identify connections between one piece of literature and several others.
   e. Critically address and investigate representations of gender, sexual orientation, socioeconomic status, race, or ethnicity in this course’s reading materials.
   f. Examine materials written by the diverse ethnic and social groups present in North American after the Civil War.

   Performance Standards
   
   Competence will be demonstrated:
   
   Criteria - Performance will be satisfactory when:
   
   o learner classifies a work of literature by genre (noting its formal and technical characteristics)
   o learner explains connection between genre and theme
   o learner classifies a work of literature by period
   o learner explains connection between period and theme
   o learner correlates significant passages of prose (or lines of poetry) with their authors
   o learner identifies a writer by characteristic style, recurring themes, settings, and subject matter
   o learner articulates the thematic implications of a piece of literature
   o learner relates the theme from one work of literature to that of other literature
   o learner relates the theme in a poem, fiction, or drama to relevant public or personal, historical or contemporary circumstances
   o learner applies themes in literature to the universal human experience

2. Organize a written discussion (essay) based on an analytical/argumentative thesis.

   Learning objectives
   
   What you will learn as you master the competency:
   
   a. Recognize the difference between an argumentative concession and assertion.
   b. Generate a substantive thesis sentence.
   c. Demonstrate or prove the thesis in the body of the essay.
   d. Move from point to point with clear transitions.
   e. Support assertions with evidence from primary and secondary texts.
   f. Integrate quoted and paraphrased language smoothly and document according to MLA conventions.
   g. Edit to enhance both substance and mechanical accuracy.
Performance Standards

Competence will be demonstrated:

- in written assignments

Criteria - Performance will be satisfactory when:

- learner identifies—and differentiates between—an argumentative concession and assertion
- learner encapsulates a clearly phrased (and arguable) concession and assertion in a mature, unified, and well-balanced sentence structure
- learner achieves an effective balance between specificity and generality in the wording of an analytical thesis
- learner prosecutes a discussion that adheres to, and accounts for, the ideas set forth in the thesis sentence
- learner constructs transitions that clearly connect sections of discussion to each other and to the thesis
- learner justifies claims and assertions with textual evidence
- learner cites critical commentary as appropriate
- learner paraphrases primary text or critical commentary accurately
- learner incorporates supporting quotations gracefully
- learner applies MLA standards for documentation and formatting (including a Works Cited page as appropriate)
- learner revises written work for enhanced clarity, logic, cohesion, and stylistic quality
- learner proofreads meticulously so that text is virtually free of mechanical error

Types of Instruction

Lecture/Discussion

Grading Information

Grading Rationale

Evaluation is based on written work (from paragraph-length responses, to thought questions, to full, critical essays), participation in class discussion, and performance on tests and quizzes. Since this is an intensive writing course, the single most important criterion of evaluation is the overall quality of a student's written expression.

Grading Scale

A  90%-100%
B  80%-89%
C  70%-79%
D  60%-69%
F  Below 60%