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 also satisfies: Aesthetic and Humanistic Inquiry [AHI]</td>
<td>ENGL or ENGV Departmental Elective, T1 Trades &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

Prerequisites
ENG 101 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 Ethnicity, Race and Gender Awareness requirement. Meets Global/International/Historical Awareness requirement OR Intensive Writing/Critical Inquiry 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. Identify the author (or poet) of a selected passage of literature.
   d. Articulate the theme of a piece of literature.
   e. Identify connections between one piece of literature and several others.
   f. Relate literary themes to life.

   **Performance Standards**
   
   *Competence will be demonstrated:*
   
   - in oral discussion and written assignments

   **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%