

CORE CURRICULUM COMPONENT APPLICATION
Texarkana College

Part I: Course Information

Course Type

- Existing/Restructured
 New Course

Course Prefix & Number: **ENGL 2323**

Texas Common Course Number (TCCN): **2323**

Course Title: **British Literature II**

Course Catalog Description

British Literature II (3,3,0). A survey of the development of British literature from the Romantic period to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

Course Prerequisites:

ENGL 1301, ENGL 1302, or the equivalent from another college or university and successful completion of the reading portion of the TSI test

Available Online?

- Yes
 No

Part II: THECB Course Objectives

Upon successful completion of this course, students will:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

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Part III: THECB Skill Objectives

- 1. Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2. Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3. Social Responsibility:** to include intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global communities
- 4. Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making

Part IV: Course Student Learning Outcomes (SLO)

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Skill Objective:	Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
THECB Course Objective	<ol style="list-style-type: none"> 2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods. 3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.

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	5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
Course Student Learning Outcome	2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods. 3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions. 5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
General Learning Activities	<p>Literature Analysis Supported by Literary Criticism</p> <p>The students will read and discuss various works. The instructor will ask the students to explain the use of literary elements (characterization, theme, symbolism, irony, etc.), context (social, political, cultural, or religious), and style in each story. The instructor will demonstrate and explain how to select literary criticisms by accessing the library database. Students will then read and discuss several sample essays that include supporting details and parenthetical citations.</p> <p>Students will select a story and analyze the use of one or more literary, contextual, or stylistic elements in the story. Students will use the text and at least 3 literary criticisms to support their thesis statement and topic sentences. Students will evaluate and choose appropriate sources to be used in the essay. Students will then write a 4-6 page Literary Analysis Essay. Students will revise the paper for content and organization based on course criteria. Students will edit the paper for grammar, punctuation, spelling, and sentence structure using a checklist and class peer editing.</p>
Assessment Must Include Assignment & Rubric	Literary Analysis/Research Essay & Critical Thinking Rubric

Skill Objective:	Communication Skills: to include effective written, oral, and visual communication
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<p>THECB Course Objective</p>	<p>1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.</p> <p>3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.</p> <p>4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities</p> <p>5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.</p>
<p>Course Student Learning Outcome</p>	<p>1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.</p> <p>3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.</p> <p>4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities</p> <p>5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.</p>
<p>General Learning Activities</p>	<p>Collaborative Groups – Overview of Authors’ Influences and Works & Responsibility Reflection</p> <p>(1.) Each group of students will be given an author to research who is known for his/her unique perspective and incorporation of diversity and cultural aspects into his/hers works. Each student within the group will be responsible for researching and learning about one of the following aspects in relation to the author and the author’s works: style, topics and themes, or influences. Each student will write a 2-3 page essay based on his/her research. (2.) Each student will then discuss how the author’s works and social involvement influenced him/her, including any perspective adjustments as a reflection of new understanding. (3.) Next, the group will select a civic organization (ideally related to their author’s experiences) and spend at least two hours participating in that organization’s activities. The students will reflect on what this experience has taught</p>

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	<p>them about themselves and their civic duty and on the ability of such organizations to solve specific problems.</p> <p>The students will then work collaboratively to construct a unified Power Point including the 3 aforementioned sections and a citation slide. The students will include throughout the presentation information regarding the author’s values and social, political, and cultural influences as well as the author and/or characters’ personal dilemmas, personal values guiding beliefs and choices, and the consequences of decisions made in relation to the dilemmas. For Sections 2 and 3, each student will discuss the above on an individual basis.</p>
<p>Assessment <i>Must Include Assignment & Rubric</i></p>	<p>Literary Project/Presentation & Communication Rubric</p>

<p>Skill Objective:</p>	<p>Social Responsibility: to include intercultural competency, civil knowledge, and the ability to engage effectively in regional, national and global communities</p>
<p>THECB Course Objective</p>	<ol style="list-style-type: none"> 1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions. 2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods. 4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
<p>Course Student Learning Outcome</p>	<ol style="list-style-type: none"> 1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions. 2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods. 4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
<p>General Learning Activities</p>	<p>Collaborative Groups – Overview of Authors’ Influences and Works & Responsibility Reflection</p> <p>(1.) Each group of students will be given an author to research who is known for his/her unique perspective</p>

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	<p>and incorporation of diversity and cultural aspects into his/hers works. Each student within the group will be responsible for researching and learning about one of the following aspects in relation to the author and the author’s works: style, topics and themes, or influences. Each student will write a 2-3 page essay based on his/her research. (2.) Each student will then discuss how the author’s works and social involvement influenced him/her, including any perspective adjustments as a reflection of new understanding. (3.) Next, the group will select a civic organization (ideally related to their author’s experiences) and spend at least two hours participating in that organization’s activities. The students will reflect on what this experience has taught them about themselves and their civic duty and on the ability of such organizations to solve specific problems.</p> <p>The students will then work collaboratively to construct a unified Power Point including the 3 aforementioned sections and a citation slide. The students will include throughout the presentation information regarding the author’s values and social, political, and cultural influences as well as the author and/or characters’ personal dilemmas, personal values guiding beliefs and choices, and the consequences of decisions made in relation to the dilemmas. For Sections 2 and 3, each student will discuss the above on an individual basis.</p>
<p>Assessment <i>Must Include Assignment & Rubric</i></p>	<p>Literary Project/Presentation & Social Responsibility Rubric</p>

<p>Skill Objective:</p>	<p>Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making</p>
<p>THECB Course Objective</p>	<p>2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.</p>

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<p>Course Student Learning Outcome</p>	<p>2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.</p>
<p>General Learning Activities</p>	<p>Collaborative Groups – Overview of Authors’ Influences and Works & Responsibility Reflection</p> <p>(1.) Each group of students will be given an author to research who is known for his/her unique perspective and incorporation of diversity and cultural aspects into his/hers works. Each student within the group will be responsible for researching and learning about one of the following aspects in relation to the author and the author’s works: style, topics and themes, or influences. Each student will write a 2-3 page essay based on his/her research. (2.) Each student will then discuss how the author’s works and social involvement influenced him/her, including any perspective adjustments as a reflection of new understanding. (3.) Next, the group will select a civic organization (ideally related to their author’s experiences) and spend at least two hours participating in that organization’s activities. The students will reflect on what this experience has taught them about themselves and their civic duty and on the ability of such organizations to solve specific problems.</p> <p>The students will then work collaboratively to construct a unified Power Point including the 3 aforementioned sections and a citation slide. The students will include throughout the presentation information regarding the author’s values and social, political, and cultural influences as well as the author and/or characters’ personal dilemmas, personal values guiding beliefs and choices, and the consequences of decisions made in relation to the dilemmas. For Sections 2 and 3, each student will discuss the above on an individual basis.</p>
<p>Assessment Must Include Assignment & Rubric</p>	<p>Literary Project/Presentation & Personal Responsibility Rubric</p>