

Washtenaw Community College Comprehensive Report

ENG 160 Introduction to Literature: Poetry and Drama

Effective Term: Spring/Summer 2020

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: English & College Readiness

Discipline: English

Course Number: 160

Org Number: 11300

Full Course Title: Introduction to Literature: Poetry and Drama

Transcript Title: Intro to Lit: Poetry & Drama

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Consultation with all departments affected by this course is required.

Course description

Outcomes/Assessment

Objectives/Evaluation

Rationale: Master syllabus update based on assessment report.

Proposed Start Semester: Winter 2020

Course Description: In this course, students will develop an understanding of literature through writing assignments, close reading and discussion of selected works of poetry and drama. Students will apply critical thinking skills to assess literary works.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 **Student:** 45

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 45 **Student:** 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

Requisites

General Education

MACRAO

MACRAO Humanities

General Education Area 6 - Arts and Humanities

Assoc in Applied Sci - Area 6

Assoc in Science - Area 6

Assoc in Arts - Area 6

Michigan Transfer Agreement - MTA

MTA Humanities

Request Course Transfer**Proposed For:****Student Learning Outcomes**

1. Identify major genres, themes and techniques in selected literary works.

Assessment 1

Assessment Tool: Formal, analytical, literary essay

Assessment Date: Winter 2021

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 70% or higher.

Who will score and analyze the data: Departmental faculty

2. Use literary vocabulary to analyze poetry and dramatic literature in an academic essay.

Assessment 1

Assessment Tool: Formal, analytical, literary essay

Assessment Date: Winter 2021

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 70% or higher.

Who will score and analyze the data: Departmental faculty

3. Apply critical thinking skills of observation, explanation and interpretation to evaluate poetry and dramatic literature.

Assessment 1

Assessment Tool: Formal, analytical, literary essay

Assessment Date: Winter 2021

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of the students will score 70% or higher.

Who will score and analyze the data: Departmental faculty

Course Objectives

1. Apply standard critical elements such as genre and style to a written analysis of selected works.
2. Apply standard critical elements such as language and theme to a written analysis of selected works.
3. Identify and critically analyze themes from the readings that inform the nature and variety of human experience, such as the complexities of love and the contemplation of death.

4. Critically analyze themes from the readings that inform the nature and variety of human experience such as nature, the hero and humankind's place in the universe.
5. Identify and analyze themes from the readings that inform the nature and variety of human experience, such as the complexities of race, ethnicity, and "otherness"; family and community; nationalism and warfare.
6. Identify and critically analyze themes from the readings that inform the nature and variety of human experience, such as socioeconomic inequality and the mechanization of society.
7. Apply literary vocabulary to analyze selected literary work(s).
8. Apply the critical thinking skills of observation to evaluate selected literary work(s).
9. Apply the critical thinking skills of explanation or interpretation to evaluate selected literary work(s).

New Resources for Course

Course Textbooks/Resources

Textbooks
Manuals
Periodicals
Software

Equipment/Facilities

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>Bill Abernethy</i>	<i>Faculty Preparer</i>	<i>Sep 16, 2019</i>
Department Chair/Area Director: <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Sep 16, 2019</i>
Dean: <i>Scott Britten</i>	<i>Recommend Approval</i>	<i>Sep 18, 2019</i>
Curriculum Committee Chair: <i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>Oct 04, 2019</i>
Assessment Committee Chair: <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Oct 10, 2019</i>
Vice President for Instruction: <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Oct 14, 2019</i>

Course Discipline Code & No: ENG 160 Title: Introduction to Literature: Poetry and Drama Effective Term Fall 2009

Division Code: HSS Department Code: ENG Org #: 11300

Don't publish: College Catalog Time Schedule Web Page

Reason for Submission. Check all that apply.

- New course approval
- Three-year syllabus review/Assessment report
- Course change
- Reactivation of inactive course
- Inactivation (Submit this page only.)

Change information: Note all changes that are being made. Form applies only to changes noted.

- Consultation with all departments affected by this course is required.
- Course discipline code & number (was _____)*
*Must submit inactivation form for previous course.
- Course title (was _____)
- Course description
- Course objectives (minor changes)
- Credit hours (credits were: _____)
- Total Contact Hours (total contact hours were: _____)
- Distribution of contact hours (contact hours were: lecture: _____ lab _____ clinical _____ other _____)
- Pre-requisite, co-requisite, or enrollment restrictions
- Change in Grading Method
- Outcomes/Assessment
- Objectives/Evaluation
- Other _____

Rationale for course or course change. Attach course assessment report for existing courses that are being changed.

Updating assessment cycle and method.

Approvals Department and divisional signatures indicate that all departments affected by the course have been consulted.

Department Review by Chairperson New resources needed All relevant departments consulted

Print: Carrie Krantz/Tom Zimmerman Faculty/Preparer Signature Thomas Zimmerman Date: 3/19/09

Print: Carrie Krantz Department Chair Signature _____ Date: 3/19/09

Division Review by Dean

Request for conditional approval

Recommendation Yes No Dean's/Administrator's Signature _____ Date: MAR 19 2009

Curriculum Committee Review

Recommendation

Tabled Yes No Curriculum Committee Chair's Signature _____ Date: 4/8/09

Vice President for Instruction Approval

Vice President's Signature _____

Date: 4/9/09

Approval Yes No Conditional

Do not write in shaded area.

Log File 3/19/09 Ecopy Banner 4/10 C&A Database 4/10 C&A Log File 4/10 Basic skills Contact fee

Please return completed form to the Office of Curriculum & Assessment and email an electronic copy to sjohn@wccnet.edu for posting on the website.

***Complete ALL sections which apply to the course, even if changes are not being made.**

Course: ENG 160	Course title: Introduction to Literature: Poetry and Drama
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Credit hours: 3 If variable credit, give range: _____ to _____ credits	Contact hours per semester: <table style="width:100%"> <tr> <td></td> <td style="text-align:center"><u>Student</u></td> <td style="text-align:center"><u>Instructor</u></td> </tr> <tr> <td>Lecture:</td> <td style="text-align:center">45</td> <td style="text-align:center">45</td> </tr> <tr> <td>Lab:</td> <td style="text-align:center">___</td> <td style="text-align:center">___</td> </tr> <tr> <td>Clinical:</td> <td style="text-align:center">___</td> <td style="text-align:center">___</td> </tr> <tr> <td>Practicum:</td> <td style="text-align:center">___</td> <td style="text-align:center">___</td> </tr> <tr> <td>Other:</td> <td style="text-align:center">___</td> <td style="text-align:center">___</td> </tr> <tr> <td>Totals:</td> <td style="text-align:center">45</td> <td style="text-align:center">45</td> </tr> </table>		<u>Student</u>	<u>Instructor</u>	Lecture:	45	45	Lab:	___	___	Clinical:	___	___	Practicum:	___	___	Other:	___	___	Totals:	45	45	Are lectures, labs, or clinicals offered as separate sections? <input type="checkbox"/> Yes - lectures, labs, or clinicals are offered in separate sections <input checked="" type="checkbox"/> No - lectures, labs, or clinicals are offered in the same section	Grading options: <input type="checkbox"/> P/NP (limited to clinical & practical) <input type="checkbox"/> S/U (for courses numbered below 100) <input checked="" type="checkbox"/> Letter grades
	<u>Student</u>	<u>Instructor</u>																						
Lecture:	45	45																						
Lab:	___	___																						
Clinical:	___	___																						
Practicum:	___	___																						
Other:	___	___																						
Totals:	45	45																						

Prerequisites. Select one:

College-level Reading & Writing
 Reduced Reading/Writing Scores
 No Basic Skills Prerequisite

(Add information at Level I prerequisite)
 (College-level Reading and Writing is not required.)

In addition to Basic Skills in Reading/Writing:

Level I (enforced in Banner)

Course	Grade	Test	Min. Score	Concurrent Enrollment <small>Can be taken together)</small>	Corequisites <small>Must be enrolled in this class also during the same semester)</small>
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____	<input type="checkbox"/>	_____

Level II (enforced by instructor on first day of class)

Course	Grade	Test	Min. Score
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____
<input type="checkbox"/> and <input type="checkbox"/> or _____	_____	_____	_____

Enrollment restrictions (In addition to prerequisites, if applicable.)

and or Consent required
 and or Admission to program required
 and or Other (please specify):

Program: _____

Please send syllabus for transfer evaluation to:
 Conditionally approved courses are not sent for evaluation.
 Insert course number and title you wish the course to transfer as.

<input type="checkbox"/> E.M.U. as _____	<input type="checkbox"/> _____ as _____
<input type="checkbox"/> U of M as _____	<input type="checkbox"/> _____ as _____
<input type="checkbox"/> _____ as _____	<input type="checkbox"/> _____ as _____

<p>Course ENG 160</p>	<p>Course title Introduction to Literature: Poetry and Drama</p>	
<p>Course description State the purpose and content of the course. Please limit to <u>500</u> characters.</p>	<p>This course is designed to give an understanding of literature through writing assignments, close reading, and discussion of selected works of poetry and drama. Students will apply critical-thinking skills to assess literary works..</p>	
<p>Course outcomes List skills and knowledge students will have after taking the course.</p> <p>Assessment method Indicate how student achievement in each outcome will be assessed to determine student achievement for purposes of course improvement.</p>	<p>Outcomes (applicable in all sections)</p> <p>By writing a standard, academic essay, students will demonstrate the ability to:</p> <ol style="list-style-type: none"> a. Read works by major authors in poetry and drama. b. Use literary vocabulary to analyze poetry and dramatic literature in an academic essay. c. Apply critical thinking skills of observation, explanation, and interpretation to evaluate poetry and dramatic literature. 	<p>Assessment Methods for determining course effectiveness</p> <hr/> <p>Once in a 3-year cycle, the department will evaluate a formal, analytical, literary essay based on selected course readings.</p>
<p>Course Objectives Indicate the objectives that support the course outcomes given above.</p> <p>Course Evaluations Indicate how instructors will determine the degree to which each objective is met for each student.</p>	<p>Objectives (applicable in all sections)</p> <hr/> <p>Students in the various sections of ENG 160 will read and analyze works from the following topical units:</p> <p>Poetry: Selected poets (e.g., Donne, Keats, Dickinson, Rita Dove, Li-Young Lee).</p> <p>Elements of poetry, e.g.: Imagery, Figurative language, Rhyme, Rhythm and meter, Sound, Symbolism, Diction and tone, Closed form/open form.</p> <p>Types of poems, e.g.: Elegy, Sonnet, Ode, Drama</p> <ul style="list-style-type: none"> • Selected plays (e.g., by Sophocles, Shakespeare, Ibsen, Hansberry, Miller, Wasserstein) • Elements of a play, e.g.: Plot, Theme, 	<p>Evaluation Methods for determining level of student performance of objectives</p> <hr/> <p>Options for each objective or unit: Written assignments</p> <ul style="list-style-type: none"> • Journal • Essay • Essay exam • Project • Portfolio • Reading cards/reader notes • Objective short-answer quizzes or exams <p>Minimum expectations to be applied for each unit or combination of units:</p> <ol style="list-style-type: none"> 1. 5-10 pages of written standard critical analysis of literature. 2. Some form of formal and informal in-class writing similar to the options listed above.

	<p>Characterization, Dialogue, Setting, Music, Movement</p> <ul style="list-style-type: none"> • Dramatic genres, e.g.: Comedy, Tragedy, Tragicomedy, Theater of the Absurd <p>Individual units assigned will vary by instructor; they may focus on one or a combination of the above.</p> <p>Within each unit, the following objectives are addressed:</p> <ol style="list-style-type: none"> 1. Apply standard critical elements (e.g., genre, style, language, theme) to a written analysis of selected works. 2. Identify and critically analyze themes from the readings that inform the nature and variety of human experience, e.g.: <ul style="list-style-type: none"> • The complexities of love • Contemplation of death and the afterlife • Nature, The hero • Humankind's place in the universe • Race, ethnicity, and "otherness" • Family and community • Nationalism and warfare • Socioeconomic inequality • The mechanization of society 	
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List all new resources needed for course, including library materials.

Student Materials:

List examples of types	Anthologies, such as <i>An Introduction to Poetry, 250 Poems, The Compact Bedford Introduction to Drama, 12 Plays</i> , and/or individual paperback titles.	Estimated costs
<ul style="list-style-type: none"> Texts Supplemental reading Supplies Uniforms Equipment Tools Software 		\$ 75

Equipment/Facilities: Check all that apply. (All classrooms have overhead projectors and permanent screens.)

<p>Check level <u>only</u> if the specified equipment is needed for <u>all</u> sections of a course.</p> <p><input type="checkbox"/> Level I classroom Permanent screen & overhead projector</p> <p><input checked="" type="checkbox"/> Level II classroom Level I equipment plus TV/VCR</p> <p><input type="checkbox"/> Level III classroom Level II equipment plus data projector, computer, faculty workstation</p>	<p><input type="checkbox"/> Off-Campus Sites</p> <p><input type="checkbox"/> Testing Center</p> <p><input type="checkbox"/> Computer workstations/lab</p> <p><input type="checkbox"/> ITV</p> <p><input type="checkbox"/> TV/VCR</p> <p><input checked="" type="checkbox"/> Data projector/computer</p> <p><input checked="" type="checkbox"/> Other DVD player (as needed)</p>
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MASTER SYLLABUS

Assessment plan:

Learning outcomes to be assessed (list from Page 3)	Assessment tool	When assessment will take place (semester & year)	Course section(s)/other population	Number students to be assessed
By writing a standard, academic essay, students will demonstrate the ability to: <ul style="list-style-type: none"> a. Read works by major authors in poetry and drama. b. Use literary vocabulary to analyze poetry and dramatic literature in an academic essay. c. Apply critical thinking skills of observation, explanation, and interpretation to evaluate poetry and dramatic literature. 	A formal, analytical, literary essay based on selected course readings.	Winter 2009 and every three years thereafter.	Course sections	Sample of 20% of students from all sections.

Scoring and analysis of assessment:

1. Indicate how the above assessment(s) will be scored and evaluated (e.g. departmentally developed rubric, external evaluation, other). Attach the rubric/scoring guide as a separate document.
 - Essays will be developed with a departmentally developed rubric.

2. Indicate the standard of success to be used for this assessment.
 - 75% of the students will score a “C” or better on the essay.

3. Indicate who will score and analyze the data (data must be blind-scored).
 - Full-time English Department faculty will score and analyze the data.

4. Explain the process for using assessment data to improve the course.
 - Faculty will review the assessment results at a department meeting, and if necessary, recommend strategies for improvement.