

## Course Outcomes Guide

**Directions:** Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

**Course/Program Title:** ENG 206 American Literature II      **Date:** January 6, 2010

**Updated January, 2015**

**Course/Program Team:** Joan Johnson, Mike Harsh

**Student Learning Outcomes:** 1. Students will be able to identify writing styles, themes, and importance of major works by American authors. 2. Students will be able to analyze, synthesize, and write about American literature and authors. 3. Students will understand the historical and cultural environments of major American authors and their works.

**Content course objectives:** At the end of this course, students will be able to:

1. Understand and explain the development and progression of American literature
2. Discuss and understand the historical and cultural contexts of major American authors and works
3. Identify major literary movements and trends in American literature
4. Know one author or aspect of American literature in depth through researching and writing

**Assessment :** In addition to 3 or 4 shorter papers (2-3 pages) each student is responsible for a final project:

The final project must adhere to the standards of college writing and must be accompanied by a Works Cited list in correct MLA format.

1. Choose one of the writers in our anthology and write a 5-7 page paper explaining that author's impact on and contribution to American literature. You may consider why they wrote, how they wrote, why they are still considered important, the impact of what they had to say, how they changed literature and other considerations you may find important. What is NOT ACCEPTABLE is an author biography unless an author's biographical detail is pertinent to your discussion. If so, biography should be limited to a sentence or two for context. You should use textual support (primary source(s) from the author within your paper.

You must use at least three outside sources (besides your textbook) and they must be of HIGH quality. Encyclopedias, Wikipedia, layman's web sites, and poor quality web sites are not acceptable. Papers should be written using MLA format and documentation.

**2. Design a literary tour guide of some area of the country that is connected with American literature (Concord, Ma; Maine, Boston, Plymouth Colony, Richmond, Va., New York, Philadelphia etc). Your audience will be persons interested in learning more about this country's literary heritage and gain understanding about American literature and writers. Research important stops on your tour, (this could include both historical locations, authors' homes, libraries that house original manuscripts, towns, etc.) and explain why they should be included and what their importance is. Provide descriptions of writers associated with this area so that prospective clients will be excited about taking your tour. Your tour must include at least 3-4 writers who have some connection with the area and who are represented within our textbook. Provide a works cited listing all sources used to construct your tour.**

**3. Design a powerpoint that could be used as a lecture about a particular author or literary movement we have discussed in class. The powerpoint must have at least 20 slides, not including a list of sources used at the end. This must include college-level information and must show your understanding and appreciation of this author.**

**4. Come to me with your own original idea. This idea must be academic and scholarly and involve research and writing.**

**Do not begin the research until I have approved your topic and thesis in the appropriate discussion area topic.**

**Validation** (What methods have you used or will you use to validate your assessment?)  
Consultation with colleagues in the Humanities division.

**Results** (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

**Weaknesses in students use of accurate punctuation and MLA documentation – this Spring 2014 was a small class (5) but 2-3 students research skills were not accurate with MLA formatting**

**Follow-up** (How have you used or how will you use the data to improve student learning?)  
**Increased instruction in punctuation for academic writing and research instruction, including a session with HCC research librarians. Course will be offered Spring 2015 so more data will be available after the semester**

**Budget Justification** (What resources are necessary to improve student learning?)

No additional resources required at this time.