

Writing Course Review Form (12/1/08)

I. General Education Review – Writing Course			
Dept/Program Subject	English: Literature	Course # (i.e. ENEX 200)	ENLT: 225
Course Title	American Literature: 1865 to Present		
II. Endorsement/Approvals			
Complete the form and obtain signatures before submitting to Faculty Senate Office.			
Please type / print name		Signature	Date
Instructor	Brady Harrison		Feb 12-09
Phone / Email	x2128/brady.harrison@mso.umt.edu		
Program Chair	Casey Charles		
III Overview of the Course Purpose/ Description: Provides an introduction to the subject matter and explains course content and learning goals.			
ENLT 225: American Literature Since 1865 explores a limited number of extraordinary American novels, stories, poems, and plays in their historical, cultural, and especially literary contexts. The course aims to deepen the students' knowledge in the following areas: 1) American Literary History; 2) Critical Interpretation of Literary Texts; 3) Literary and Critical Terminology and Concepts; and 4) Scholarly Writing.			
IV Learning Outcomes: Explain how each of the following learning outcomes will be achieved.			
Student learning outcomes : Use writing to learn and synthesize new concepts		200-level courses in the English department share some common outcomes; those relevant to the writing course designation are: “Students will be able to perform a literary close reading, demonstrating an ability insightfully to interpret primary literary texts by thoughtfully integrating quoted passages into the larger argumentative claims of an essay.” Also, “Students will be able to write rhetorically effective papers (well-reasoned and grammatically consistent), driven by a thesis and sustained by an ordered, coherent argument or sequence of ideas.” Writing assignments require students to enact these expectations, which are included in paper criteria and directly addressed in course pedagogy, including (among other pedagogical methods) modeling those conventions in class discussion and assigning short writing exercises in class that allow students to practice them.	

Formulate and express opinions and ideas in writing	In addition to lectures on specific topics and terms, the course involves a great deal of open discussion of the texts and their surrounding contexts. The students not only share ideas and insights and questions (and thereby help one another to formulate and express opinions in both discussions and writing), but the instructor also models—through lectures and the Socratic method—a variety of critical approaches and methodologies (supplemented by a series of connected handouts, samples of student writing, and in-class exercises on “close reading” and other bedrock interpretative and writing strategies).
Compose written documents that are appropriate for a given audience or purpose	Students receive instruction on the “academic voice,” and are given samples of student writing to consider.
Revise written work based on constructive feedback	ENLT 225 involves a detailed and coherent plan for helping students to be better and smarter writers. After receiving the first essay assignment, the students are asked to complete a rough draft well in advance of the due date for the final draft. They then bring their complete draft to class to be “peer read” by two of their fellow students (who answer specific questions posed on a handout). The students are then encouraged to revise IF their peers’ comments make sense to them. A series of handouts on essay writing accompany this process, leading up to the final due date. Then, after submitting two essays, the students then choose one of them (after they have been graded and returned) to revise and expand into their third out-of-class essay. Once more, a series of handouts helps guide them through the revision/elaboration process.

Find, evaluate, and use information effectively (see http://www.lib.umt.edu/informationliteracy/)	200-level courses in the English department share some common outcomes; the information literacy outcome, developed with Sue Samson, is: “Students will support their literary research with access to academic information resources provided by the library and will include both in-text citations and a bibliography of sources that adheres to the MLA style of documentation.” To meet these outcomes, writing assignments require students to utilize proper citation methods for incorporating sources and paper criteria indicate that papers are partly graded on proper use of those methods. Students receive instruction on appropriate sources for literary analysis.
Begin to use discipline-specific writing conventions	Through lectures and handouts, the students learn about voice, citation models, and the conventions of the scholarly essay.
Demonstrate appropriate English language usage	The students are encouraged not only to discuss their work with the instructor, but to take advantage of the Writing Center as well. Then, through peer reading, grading, and revision, the students work on not only their essay-writing strategies, but their language and “style” as well.
V. Writing Course Requirements Check list	
Is enrollment capped at 25 students? If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No This course has been capped at 30, in keeping with current writing course requirements. If it remains a W course, it will be capped at 25 with the start of the new Gen Ed requirements.
Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Yes.
Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No No. They already know more than I do.
Are detailed requirements for all written assignments included in the course syllabus? If not how and when will students be informed of written assignments?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Students receive a handout detailing assignment requirements.
What instructional methods will be used to teach	Modeling these conventions in class

students to write for specific audiences, purposes, and genres?	discussion and assigning short writing exercises in class that allow students to practice them.
Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
VI. Writing Assignments: Please describe course assignments. Students should be required to individually compose at least 16 pages of writing for assessment. At least 50% of the course grade should be based on students' performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.	
Formal Graded Assignments	Essay 1: 3+ pages Essay 2: 3+ pages Essay 3: 5+ pages; a revision of either Essay 1 or Essay 2 Final Exam: IDs/Analysis, plus 2 Essays, 2+ pages each
Informal Ungraded Assignments	Almost daily writing assignments.
VII. Syllabus: Paste syllabus below or attach and send digital copy with form. ↓ The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html	

Paste syllabus here.

ENLT 225: American Literature Since 1865

Dr. Harrison
Office: LA 114
Phone: 243-2128
E-Mail: brady.harrison@mso.umt.edu
Hours: Tu & Th 2:00-3:00 & by appointment

REQUIRED TEXTS

Baym, Nina et al. Eds. *The Norton Anthology of American Literature* 7th Ed. Vols. C, D, E. (Norton.)
Hacker, Diana. *A Pocket Style Manual*. (Bedford.)
Murfin, Ross and S.M. Ray. *The Bedford Glossary of Critical and Literary Terms* 2nd Ed. (Bedford.)
Welch, James. *Winter in the Blood*. (Penguin Classics.)

COURSE DESCRIPTION

ENLT 225 explores a limited number of extraordinary American poems, stories, and novels produced after the Civil War. We'll situate the texts in their cultural, historical, and especially literary contexts, and explore such major movements as realism, regionalism, modernism, and postmodernism. The course also involves the advanced study of literary terms and concepts.

Most importantly, we'll work on close reading skills and the interpretation of literary texts and on writing smart, engaging essay.

COURSE GOALS

The course aims to deepen your knowledge and skills in the following areas:

1. American Literature and American Literary History;
2. Critical and Literary Terms and Concepts;
3. The Close Reading and Interpretation of Literary Texts; and,
4. Scholarly Writing.

GRADING

Essay 1 (3+ pages):	20%
Essay 2 (3+ pages):	20%
Essay 3 (5+ pages; a revision of either Essay 1 or Essay 2):	25%
Final Exam (identifications and short answers):	25%
Participation:	10%

COURSE REQUIREMENTS

Please note that you must complete all written work to pass ENLT 225. You must, in other words, turn in all three essays and take the final exam. Essays will be deducted ONE letter grade for EACH class period they are late.

Attendance Policy: Since the course involves informed discussions of the readings, attendance and participation are crucial: after THREE absences, your FINAL GRADE will be deducted ONE letter grade for each additional TWO absences.

Finally, from the Provost's Office: "All students must practice academic honesty. Academic misconduct [including plagiarism] is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University."

SYLLABUS

Tu Aug 26:	Introduction
Th Aug 28:	"American Literature 1865-1914" 1-16 Whitman 17-21, 25-30 **Essay 1 Assigned**
Tu Sept 2:	Dickinson 74-78, Poems: 225, 269, 320, 339, 409, 479, 519
Th Sept 4:	Dickinson Poems: 591, 598, 620, 656, 764, 1263, 1668

- Tu Sept 9: Lecture: "The Late 19th Century/Realism & Regionalism"
 Th Sept 11: Chopin 529-31, 535-61
- Tu Sept 16: Chopin 562-95
 Th Sept 18: Chopin 595-625
- Tu Sept 23: **Complete Draft of Essay 1 Due for Peer Reading (Bring TWO Copies)**
 Th Sept 25: "American Literature 1914-1945" 1177-92
 "Lecture: The Modern Age/Modernism"
- Tu Sept 30: Pound 1477-79, Poems: "A Pact," "The Rest," "In a Station of the Metro,"
 Eliot 1574-80
 Essay 1 Due
- Th Oct 2: Lecture: The New Negro Renaissance
 Hughes 2026-37
- Tu Oct 7: Eliot 1587-91
 Essay 2 Assigned
- Th Oct 9: Eliot 1591-99
- Tu Oct 14: Faulkner 1858-83
 Th Oct 16: Faulkner 1883-1907
- Tu Oct 21: Faulkner 1907-31
 Th Oct 23: Faulkner 1931-55
- Tu Oct 28: **Complete Draft of Essay 2 Due for Peer Reading (Bring TWO Copies)**
 Th Oct 30: "American Literature since 1945" 2083-96
 Lecture: The Postmodern Age/Postmodernism"
- Tu Nov 4: **No Class: Election Day**
- Th Nov 6: Pynchon 2816-27
 Essay 2 Due
- Tu Nov 11: **No Class: Veteran's Day**
- Th Nov 13: Cisneros 3163-71
 Essay 3 Assigned
- Tu Nov 18: Welch epigraph-48
 Th Nov 20: Welch 49-100
- Tu Nov 25: Welch 101-38
 Th Nov 27: **No Class: Thanksgiving Break**
- Tu Dec 2: **Review for Final Exam**

Th Dec 4: ****Essay 3 Due****
 ****Review for Final Exam****