



# INSTRUCTIONAL PACKAGE

ENG 201

American Literature I

Effective Term  
2018-19

## INSTRUCTIONAL PACKAGE

### PART I: COURSE INFORMATION

**EFFECTIVE TERM:** 2018-19

**COURSE CODE:** ENG 201

**COURSE TITLE:** American Literature I (Early American Literature)

**CONTACT HOURS:** 3 Lecture    **CREDIT HOURS:** 3 Credit Hours

#### RATIONALE FOR THE COURSE

Because English 102 only introduces literary studies to freshman college students, the 200-level courses exist to give more depth and clarity to the field. This course, in particular, is helpful because it offers a wonderful introduction to American literature, which is helpful for understanding modern literature and many of the ideas expressed by politicians, news pundits and religious leaders in 21<sup>st</sup>-century America.

#### COURSE DESCRIPTION

This course is a study of American literature from the colonial period to the civil war.

*This course is transferable to senior institutions as part of the South Carolina Commission on Higher Education Statewide Articulation Agreement*

#### PRE-REQUISITES:

- Student must have completed [ENG 102](#) with a Minimum Grade of C or [ENG 102](#) with a Minimum Grade of TC.
- Student Must be enrolled in one of the following Fields of Study (Major, Minor, or Concentration):
  - Associate in Arts
  - Associate in Science
- **Online/Hybrid** courses require students complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found on Wavenet, under the MyStudent tab.

#### REQUIRED MATERIALS

Textbook: there is no textbook for this course. However, students will be required to download and print all required readings from D2L.

#### ADDITIONAL REQUIREMENTS:

- A way to back up work—e.g. USB flash drive and/or cloud storage (e.g. Google Drive, Dropbox.com)
- A standard dictionary (online versions will work fine)
- Computer with internet and printer access—either at home or on campus.

## **TECHNICAL REQUIREMENTS**

- Basic computer and word-processing skills are needed for this course
- Familiarity with how to navigate the web
- Access to Desire2Learn (D2L)--HGTC's student portal for course materials
- WaveNet and D2L email access.

## **STUDENT IDENTIFICATION VERIFICATION**

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

## **CLASSROOM ETIQUETTE**

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

Online Class Decorum: "NETIQUETTE" is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit: [Online Netiquette](#).

## **Part II: Student Learning Outcomes**

*Students – please refer to the Instructor's Course Information sheet for specific information on assessments and due dates.*

### **COURSE LEARNING OUTCOMES AND ASSESSMENTS:**

#### **Learning Outcomes--**

Students who successfully complete English 201 will demonstrate proficiency in the following areas:

- Analyzing the Arguments and Ideas of Different Early American Writers and Classmates
- Evaluating the Arguments and Ideas of Different Early American Writers and Classmates
- Applying the Composition Skills Acquired in Englishs 101 and 102.
- Basic Understanding the History and Literature of Early America.

#### **Assessments--**

- Nightly Discussion Posts (demonstrates students can analyze and evaluate assigned texts and their colleagues' posts and utilize the composition skills learned in previous English classes)
- Exams (demonstrates students understand the course material and can analyze and evaluate the works and authors covered)
- Research Paper (demonstrates students understand the course material, are capable of applying composition skills learned, and can thoroughly analyze and evaluate a work or author)

**Example 1:** Early American Documents and Letters

**Materials Covered:** “The Declaration of Independence” and letters from A. Adams and P. Wheatley

**Assessment:** Online Discussion Post (Discuss the what you see as the strengths and/or shortcomings of this seminal document ("The Declaration") and how the two letters help us to understand that document and the potential problems with that document.)

**Learning Outcomes:** demonstrates students can analyze and evaluate assigned texts and their colleagues’ posts and utilize the composition skills learned in previous English classes

**Example 2:** Thoreau’s *Walden*

**Materials Covered:** Chapter 1, “Economy”

**Assessment:** Online Discussion Post (What do you think are the strengths of his argument? What are the potential weaknesses (if any)? How does it relate to the 21st-century? Be certain you offer clear claims that have introduced and explained quotes from the text for support.)

**Learning Outcomes:** demonstrates students can analyze and evaluate assigned texts and their colleagues’ posts and utilize the composition skills learned in previous English classes

**Example 3:** Final Research Paper

**Materials Covered:** One text of students’ choosing

**Assessment:** A 4+ pages Research Paper (Sample prompt: Explain how one text we’ve read this semester helps readers better understand the material that you’ve learned in another class.

**Learning Outcomes:** demonstrates students can analyze and evaluate assigned texts and utilize the composition skills learned in previous English classes; shows students can make the material relevant to their own lives and studies.

***\*Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

**General Education Outcomes**

This course fulfills the following General Education Outcomes through the final paper assignment. Upon completion of this course, students will be able to:

- Communicate effectively;
- Think critically;
- Self and professional development.

## Part III: Grading and Assessment

### EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS

Students' performance will be assessed via various measures/artifacts. See the sample below.

#### GRADING PERCENTAGES:

Online and/or In-class Writings and/or Quizzes	50%
Midterm Exam	20%
Final Exam	10%
Research Paper	20%
-----	-----
Total	100%

*\*Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.*

#### EXAMPLE 1:

Online Discussions.....	50 points
Midterm Exam.....	20 points
Final Exam.....	10 points
Final Paper.....	20 points

*NOTE: All grading will be on a 10-point scale.*

#### EXAMPLE 2:

Online Discussions.....	30%
In-class Quizzes.....	20%
Midterm Exam.....	15%
Final Exam.....	15%
Final Paper.....	20%

*NOTE: All grading will be on a 10-point scale.*

#### GRADING SYSTEM:

The College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean's approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

## Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

**For online and hybrid courses**, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

## Part V: Student Resources

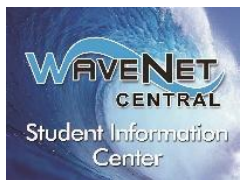


### The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



### Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

## **Student Testing:**

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

## **Disability Services:**

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

## **Statement of Equal Opportunity/Non-Discrimination Statement**

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

### ***Title IX Requirements***

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

\*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

<b>Inquiries regarding the non-discrimination policies:</b>	
<p>Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.</p>	<p>Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.</p>
<p><b>Dr. Melissa Batten, AVP Student Affairs</b>  <i>Title IX Coordinator</i>            Building 1100, Room 107A, Conway Campus            PO Box 261966, Conway, SC 29528-6066            843-349-5228  <a href="mailto:Melissa.Batten@hgtc.edu">Melissa.Batten@hgtc.edu</a></p>	<p><b>Jacquelyne Snyder, AVP Human Resources</b>  <i>Section 504, Title II, and Title IX Coordinator</i>            Building 200, Room 212A, Conway Campus            PO Box 261966, Conway, SC 29528-6066            843-349-5212  <a href="mailto:Jacquelyne.Snyder@hgtc.edu">Jacquelyne.Snyder@hgtc.edu</a></p>