1. Vernon College Core Curriculum PHILOSOPHY STATEMENT

Vernon College’s Core Curriculum reflects the institution’s deep conviction that successful, satisfying lives require a wide range of skills and knowledge. We are dedicated to providing educational opportunities that develop the academic, career, and personal capabilities of individuals so they may achieve self-fulfillment and participate fully and positively in a democratic society. In accordance with Texas Education Code, Vernon College offers a 42 semester credit hour Core Curriculum. The State of Texas has identified Foundational Component Areas and Core Objectives that enable students to gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

 Core Curriculum Foundational Component Area

**Language, Philosophy, and Culture**:

* Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.
* Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.
* The following four Core Objectives must be addressed in each course approved to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Personal Responsibility, and Social Responsibility.

Core Objectives\*

1. **Critical Thinking: Students will demonstrate creative thinking, recognize innovation, practice inquiry, perform analysis, and evaluate and synthesize information. (SLOs 2, 3, 4, 5)**
2. **Communication Skills: Students will effectively develop, interpret, and express ideas through written, oral, and visual communication. (SLOs 3, 4, 5)**
3. Empirical and Quantitative Skills: Students will manipulate and analyze numerical data or observable facts resulting from informed conclusions.
4. Teamwork: Students will develop abilities to consider different points of view and to work effectively with others to support a shared purpose or goal.
5. **Personal Responsibility: Students will demonstrate an ability to recognize and connect choices, actions, and consequences to ethical decision making. (SLOs 1, 2, 5)**
6. **Social Responsibility: Students will develop intercultural competency, civic knowledge, and an ability to engage effectively in regional, national, and global communities. (SLOs 1, 2, 4)**

\*Core competencies highlighted in bold are emphasized in this core course.

II. CATALOG DESCRIPTION:

Prerequisite: ENGL 1302 or consent of instructor. A survey of the development of British literature from the Anglo-Saxon period to the Eighteenth Century. Students will study works of prose, poetry, drama, and fiction in relation to their historical, linguistic, and cultural contexts. Texts will be selected from a diverse group of authors and traditions. Special Fee: $12.00

III. REQUIRED BACKGROUND:

ENGL 1302 or consent of instructor.

IV. STUDENT E-MAIL:

All students should activate and regularly check their Vernon College issued student email account. Student emails are an official form of communication between Vernon College and students and will be used by various components of the college including the Office of Financial Aid, Admissions & records, the Business Office, Student Services, and Instructional Services.

Additionally, an active VC student email account is required for students to access online courses and supplemental instruction provided on the College’s Learning Management System – *Canvas*.

V. TEXTS, OTHER REFERENCE MATERIALS:

Greenblatt, Stephen, et al. *The Norton Anthology of English Literature*. 9th ed. Volume 1.

 Norton, 2013.

VI. METHODS OF INSTRUCTION:

Regardless of delivery method, students should expect lectures, discussions, and small group activities. Students may be asked to compose in-class and out-of-class writing assignments. Students will read and analyze British literature. When possible, various audio-visual resources will be consulted. Access to library databases will be required to foster interactions with literary criticism. Students may be asked to work collaboratively to write essays or to make presentations.

Students desiring auxiliary aids and services for this course should make their requests to the instructor and the PASS Department Director/Office for Students with Disabilities Coordinator.

VII. COURSE CONTENT:

1. Anglo-Saxon history and literature
2. Middle English history and literature
3. Renaissance English history and literature
4. Seventeenth century English history and literature
5. Restoration and eighteenth century English history and literature

6. Includes cultural, religious, philosophical, political, economic, demographic, and geographic influences on the development of English literature to the Romantic period.

VIII. COURSE OUTCOMES:

Upon completion of the 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. (SR, PR)
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods. (CT, SR, PR)
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions. (CT, CS)
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities. (CT, CS, SR)
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature. (CT, CS, PR)

IX. ASSESSMENT:

Students will demonstrate proficiency in the objectives listed above through participation in class activities, projects, presentations, and performances on research-based essays, quizzes, and examinations.