

## **Overview for Student Learning Community**

Dr. Denton's ENGL 1101 SCQ English Composition II (CRN 20046)

Dr. Howell's HIST 2112 American History II (CRN 20214)

**Definition of Student Learning Community:** Student Learning Community (SLC) is a community of peers simultaneously enrolled in two or more courses dedicated to a thorough investigation of interdisciplinary themes and skills.

**Benefits:** Studies have shown that SLCs increase “big picture” learning (and grades), as students engage in collaborative learning and become better able to connect the contents of their courses and the skills learned in those courses to form a solid base for which to build knowledge, form educated opinions, and engage in critical analysis.

**Learning Objective of the SLC:** To understand the interdisciplinary relationship between history and literature; To explore the “big questions” and critically examine the details that make up history’s and society’s “big picture”; To civilly and socially engage with others and their differing points of view while defending your own with logical and rationale thought and cited sources.

**Purpose:** To immerse students in an interactive experience of history, even as they learn how to value literature as a source for historical (and socially political) investigations of eras, events, attitudes, and humanity.

**Skills:**

- Critical and Close Reading Skills
- Critical Thinking Skills
- Emotional Intelligence Skills necessary for effective leadership
- Interpretation, Analytical, and Evaluation Skills
- Research Skills (Knowledge acquisition and knowledge building)
- Verbal and Written Communication Skills

**Knowledge:**

- Primary and Secondary Source Evaluation
- MLA / APA citation rules
- Writing rules
- Literary Tools
- Common Themes in Historical and Literary Movements
- Characteristics of major historical eras and literary movements
- Historical Criticism as Literary Criticism
- Critical Race Theory
- Literature’s relationship to History, Society, and Culture
- History/sociology/psychology relevant to understanding the literature
- How to evaluate Art

**Tasks:** Three (3) shared essay projects that combine the knowledge gained in both courses. Each course in the learning community has its own defined tasks in addition to the shared assignments. See each of your course’s syllabus for course details regarding tasks.

**Grading:** Shared assignments can earn a different grade based on the assignment's quality in meeting the course's defined objectives. Instructions will clearly define what qualities will be graded in each course. In general, excellent work demonstrates that the student read the assignments carefully and actively engaged with the lectures, historical content, articles, and stories. All written answers of "A" work will follow standard English rules and include quoted and cited passages, critical thought and analysis that interpret the significance of events, images, character, or word choices within the text under examination.

**Shared Resources:** A variety of lectures, Mark Twain's "The Gilded Age" and "Cannibalism in Cars," the poetry of Langston Hughes, and Griffin's *Black Like Me*

**Technology:** D2L (Brightspace)  
YouTube  
PowerPoint  
Google Doc or Cloud Sharing

Note: Syllabus for your course may be found on your course's D2L under Content: Syllabus.

## Framework for ENGL 1102

- Week 1: Course Introduction and Grammar / Writing Review  
Assessment: Pre-test, Grammar Review Worksheet, and Online Discussions
- Week 2: Literature and Historical Traumas (Coping with the Trauma of the Civil War)  
Themes: Trauma and the Brutality of War, Slavery and Plantation Economics,  
Writing Topic: Audience Awareness  
Assessment (graded assignments): Online Discussions, Quizzes, Class Activities,  
Character Analysis Mapping
- Weeks 3-5: Literature as Social Protest (The Gilded Age)  
Themes: Power dynamics (race, class, gender), economic growth and political corruption.  
Writing Topic: Essay Planning and Organization; the Compare and Contrast Essay  
Assessment: Online Discussions, Quizzes, Class Activities, Essay
- Weeks 6-10 Literature as Social Critique or Prophetic Warnings (Modernism)  
Themes: 1920s, Harlem Renaissance, Racial Injustices, Oppression, Collective Trauma,  
Violence, "Lost Cause," "Jim Crow"  
Writing Topic: Persuasive Writing, Academic Honesty  
Assessment: Persuasive Essay, Writing Workshops, Online Discussions, Quizzes
- Weeks 11 Literature as Exploring the Root of Social Problems (1930s-1950s)  
Themes: Southern Renaissance, the Great Depression, Racism, Poverty, Urbanization and  
Ghettoization  
Writing Topic: Reflecting on Growth and Making Plan for Improvements  
Assessment: Online Discussions, Quizzes, Story Charting to discover questions the story  
explores.
- Weeks 12-16 Literature as an Agent of the Civil Rights Movement and Social Justice  
Themes: The Civil Rights Movement, Racial Injustices of Past and Present,  
Institutional Racism, Deconstruction, Literature as "Truth Speaker."  
Writing Topic: Using Literature as a Source to Exemplify a Truth  
Assessment: Argumentative Paper about the Role of Racial Identity in America, Media  
Analysis, Online Discussions, Quizzes, Class Activity.
- Week 17: Final Exam TBA