



ANTELOPEVALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
X	COR Revision 10/9/2008
<input type="checkbox"/>	Pre Req/Advisories
X	Other Changes 10/9/08
X	SLO 3/20/2008

COURSE SUBJECT & NUMBER: ENGL 222

COURSE NAME: *American Literature: 1865-Present

COURSE UNITS: 3 **COURSE HOURS:** 3 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Completion of ENGL 101

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description.)*

The concentration of this course is on the poetry, prose, and drama produced by Americans from 1865 to the present; students are introduced to some of the historical, cultural, religious and social issues which helped shape the ideas of the times including literary and cultural movements such as Naturalism, Realism, Modernism, and Post-Modernism. Emphasis is placed on how and why a work may have been written, and some standard literary terminology is introduced. Poetry, prose, drama, and non-fiction readings are supplemented by discussions and audiovisual aids. (CSU, UC, AVC)

COURSE OBJECTIVES: *(Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Analyze the role of literature as a means of reflecting and shaping thought and behavior.
2. Recognize and employ literary terminology and the language of literary criticism.
3. Practice critical reading and writing skills.
4. Conduct library research (traditional and via the Internet): locate, evaluate, and synthesize source material from outside the given text in developing a written or oral project.
5. Recognize the attributes that make literary works unusual and timeless.
6. Discuss literature using relevant support from the text.
7. Analyze a work of literature by writing a critical essay.
8. Evaluate a literary work objectively, being able to understand and analyze subjective responses to the works read.
9. Recognize issues of race, gender, and class as they are reflected in the works read.
10. Recognize a broad range of American works
11. Explain how changing intellectual, historical, cultural, religious, and social events affected this period of American literature.
12. Incorporate textual support as well as research material using proper MLA format in the composition of analytical and/or research papers.

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COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

The Literature:

- I. Nineteenth-Century American Literature
 - A. The Women's Movement
 - B. Regional and Local Color
 - C. Naturalism
 - D. Early Realism
- II. Twentieth Century American Literature
 - A. Naturalism
 - B. Modernism
 - 1. Imagism
 - 2. Lost Generation
 - 3. Harlem Renaissance
 - 4. Post World War II
 - C. Post-Modernism and Contemporary Movements
 - D. Multicultural Literature

Critical Framework for Discussion of Literature

- I. Literary Genres
 - A. Non-Fiction
 - 1. Journals
 - 2. Essays
 - 3. Speeches
 - 4. Pamphlets and Political Tracts
 - B. Fiction
 - 1. Poetry
 - 2. Oral Stories
 - 3. Plays
 - 4. Short Stories
 - 5. Novels
- II. Overview of various literary theories such as:
 - A. Historical
 - B. Sociological
 - C. Reader Response
 - D. Psychological
 - E. Post-Colonial
 - F. Formalist
 - G. Feminist
- III. Basic Elements of Fiction, Poetry, and Non-Fiction:
 - A. Fiction Elements:
 - Plot, setting, character, point of view, theme, tone
 - B. Poetry Elements:
 - Form, Rhyme, imagery, speaker, tone
 - C. Non-Fiction Elements
 - Point of View, Style, Tone
- IV. Review of Research Methodologies
- V. Review of MLA Documentation format

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TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a “Model Outline” in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Weekly readings will include selected American literature of this period and may also be supplemented by readings exploring the history, background, critical theory, and analysis of the selected works or period under study.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Students will be required to write at least 6,500 words throughout all composing tasks, some of which will include practice of research skills. These assignments may include reading responses, journals, in-class essays, critical essays, and analytical research papers using proper MLA documentation and format.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

None

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Additional weekly assignments may include journal entries or reading logs, brief assignments to practice library research skills or preparation for in-class presentations or participation in group work.

5. Describe those critical thinking skills that are derived from assignments listed above; be sure that they reflect course objectives.

Students will develop stronger critical reading, thinking, and writing skills; they will evaluate works of American literature, synthesize ideas through composing essays, and formulate provocative arguments on the history, social contexts, and structural, rhetorical, and aesthetic features of various works of American literature.

6. For categories 1-4 above, describe the estimated time per week it would take a student to complete homework assignments. Title 5 requires a minimum 2:1 ratio as follows: 1 hr. lecture = 2 hrs. homework; 2 hrs. lecture = 4 hrs. homework; 3 hours lecture = 6 hours homework etc. For example: reading —2 hours; writing —3 hours; etc.

Reading Assignments: 4-5 hours

Writing Assignments: 1-2 hours

Computational Assignments: N/A

Other Assignments: 1-2 hours researching and compiling of notes

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METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lectures

Class and/or Group Discussions

Collaborative Assignments

Audio and Visual Materials

Guest Speakers

Course-related Field Trips

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

As the students do writing assignments and participate in class discussions, small group work, and class presentations, the instructor will be looking for:

Students' ability to rigorously analyze and evaluate works of American Literature and literary criticism. (Objectives 1-12)

Students' ability to use appropriate and precise literary terms and critical terminology. (Objectives 1-11)

Students' ability to logically discuss and write about the relationship between culture and literature. (Objective 1, 3, 5, 9, 10, 11).

Students' ability to appropriately document essays incorporating outside research (Objectives 4 and 12)

Suggested Texts or Other Instructional Materials

(list several when possible; include title, author, publisher, date, and latest edition.)

Norton Anthologies of American Literature; 7th Ed. Nina Baym, General Editor, W.W. Norton, 2007

Heath Anthologies of American Literature; 5th Ed. Paul Lauter, General Editor, Houghton Mifflin, 2005