



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) ENGL 43B _____ (2) American Literature: 1877 to present _____ (3) 3 _____
 Number Title Units

(4) Lecture / Lab Hours:			(8) Classification:		
Total Course Hours					
	Total Lec hours:	3.00	Degree applicable:		X
	Total Lab hours:		Non-degree applicable:		
	Total Contact hours:	54.00	Basic skills:		
Lec will generate <u>0</u> hour(s) outside work.			(9) RC Fulfills AS/AA degree requirement: (area)		
Lab will generate <u>0</u> hour(s) outside work.			General education category:		
			Area C Humanities		
(5) Grading Basis:	Grading Scale Only		Major: ENGLISH		
	Pass/No Pass option	X	Certificate of:		
	Pass/No Pass only		Certificate in:		
(6) Advisories:					
Eligibility for English 125			(10) CSU Baccalaureate: X		
(7) Pre-requisites (requires C grade or better):			(11) Repeatable: (A course may be repeated three times) 0		
Corequisites:					

(12) Catalog Description:
 Analysis and study of fiction, drama, poetry, non-fiction, film, advertising, and ephemera of the United States from the Reconstruction to present day.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- I. Research an idea using collegiate-level sources to determine a work's contextual placement, audience, and/or theme.
- II. Outline and explain different movements or progressions in American literature from the Reconstruction to the present.
- III. Develop a personal criteria of judgment regarding a work and its merits.
- IV. Describe and analyze a thesis or unifying theme in one genre of American literature or across several genres using textual support.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- I. Study a large selection of diverse samples of literature written by Americans, both indigenous and immigrant.
- II. Use literary terminology in analyzing literature. (Examples of literary terminology are metaphor, symbolism, plot, landscape, setting, etc.)
- III. Discuss a sample of assigned work in a class or group setting with the goal of discovering its themes and merit.
- IV. Determine a personal point of view with respect to the value of literature in one's life and in the academy and what should be considered worthy of analysis.
- V. Research collegiate-level examples of literary analysis and incorporate them into his or her own analyses without plagiarism, both intentional or unintentional.

IV. COURSE OUTLINE:

Lecture Content:

- I. Realism, Regionalism, Naturalism
 1. Women writers: Chopin, Gilman, Porter, Wharton, Cather
 2. Marginalized writers: Marti, Booker T. Washington, Du Bois, The Harlem Renaissance
- II. Modernism
 1. The Great War: Americans abroad/Hemingway, Stein, Fitzgerald, Wharton
 2. Modern Poetry: Frost, Cummings, H.D., Eliot, Moore,
 3. American Theater: Glaspell, O'Neill

4. A New Narrative/Short Story and Novel: Hemingway, Faulkner, Steinbeck
5. American hegemony of Film: From Birth of a Nation to Gone with the Wind

III. Post-Modernism

1. Poetry: Roethke, Bishop, Hayden, Ginsberg, Alexie
2. Drama: Arthur Miller, Tennessee Williams, Albee
3. Short Fiction: O'Connor, Morrison, Updike, Silko
4. Novel: Faulkner, Momday, Morrison, DeLillo
5. Film: Avatar, YouTube

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

I. Sample Text Title:
and/or

1. Recommended - Belasco, Susan & Linck Johnson *The Bedford Anthology of American Literature*, ed. first Bedford/St. martin's, Boston/New York, 2008, ISBN: 0312482990 Efforts should be made to supplement the anthology with complete works such as William Falukner's A Light in August or F. Scott Fitzgerald's The Great Gatsby.
2. Recommended - Baym, Nina, editor *The Norton Anthology of American Literature, shorter seventh edition*, ed. 7th Norton, New York, 2008, ISBN: 9780393930

II. Other Readings

- Global or international materials or concepts are appropriately included in this course
 Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Writers in American literature are often "transplants" who demonstrate in their writing a concern for a native literature and a discussion of American culture.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing			
Check either 1 or 2 below			
X	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.		
	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
X	a) essay exam(s)	X	d) written homework
X	b) term or other paper(s)	X	e) reading reports
	c) laboratory report(s)	X	f) other (specify)

Required assignments may include but are not limited to the following:

- Tests identifying the use of literary conventions.
- Summaries of required readings.
- Reading quizzes.
- Essay of 4-6 pages using collegiate-level resources.

B. Problem Solving			
Computational or non-computational problem-solving demonstrations, including:			
	a) exam(s)		d) laboratory reports
	b) quizzes		e) field work
	c) homework problems		f) other (specify):

Required assignments may include but are not limited to the following:

C. Skill demonstrations, including:			
	a) class performance(s)		c) performance exams(s)
	b) field work		d) other (specify)

Required assignments may include but are not limited to the following:

D. Objective examinations including:			
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<input type="checkbox"/>	a) multiple choice	<input type="checkbox"/>	d) completion
<input type="checkbox"/>	b) true/false	<input type="checkbox"/>	e) other (specify):
<input type="checkbox"/>	c) matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

70% written work and tests 20% class discussion and journals 10% student-directed extensions of topics discussed in class. This could be writing a poem in a certain author's style, attending a play of the student's choice, or translating a well-known American narrative into rap or text-speak.

Attached Files:

<p><u>BASIC SKILLS ADVISORIES PAGE</u> The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least <u>three</u> major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.</p>	
<p>(eligibility for English 125) (as outcomes for English 252)</p> <p><input checked="" type="checkbox"/> Writing complete English sentences and avoiding errors most of the time.</p> <p><input checked="" type="checkbox"/> Using the conventions of English writing: capitalization, punctuation, spelling, etc.</p> <p><input checked="" type="checkbox"/> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.</p> <p><input checked="" type="checkbox"/> Expanding and developing basic sentence structure with appropriate modification.</p> <p><input checked="" type="checkbox"/> Combining sentences using coordination, subordination, and phrases.</p> <p><input checked="" type="checkbox"/> Expressing the writer's ideas in short personal papers utilizing the writing process in their development.</p>	<ol style="list-style-type: none"> 1. Ability to recognize and extract quotes from a targeted work as evidence of an assertion. 2. Ability to summarize not only a work's plot, but its themes. 3. Ability to read work deeply, to draw multiple conclusions.
<p><u>Check the appropriate spaces.</u></p> <p><input type="checkbox"/> Eligibility for Math 101 is advisory for the target course.</p> <p><input type="checkbox"/> Eligibility for English 126 is advisory for the target course.</p> <p><input checked="" type="checkbox"/> Eligibility for English 125 is advisory for the target course.</p> <p><i><u>If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.</u></i></p>	

CONTENT REVIEW

REQUISITES
No requisites