



CREDIT COURSE OUTLINE

I. COVER PAGE

| | | |
|------------------------|---|----------------|
| (1) ENGL 48B Number | (2) American Literature: 1877 to present Title | (3) 3 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. | Competence in writing |
| (5) Grading Basis: Grading Scale Only | Competence in oral communication |
| Pass/No Pass option X | General education category: |
| Pass/No Pass only | Area C Humanities |
| (6) Advisories: | Major: ENGLISH |
| Eligibility for English 125 | (10)CSU Baccalaureate: X |
| (7) Pre-requisites(requires C grade or better): ENGL 1A | (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 | | | |
| <input checked="" type="checkbox"/> | 1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided. | | |
| <input type="checkbox"/> | 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. | | |
| <input checked="" type="checkbox"/> | a) essay exam(s) | <input checked="" type="checkbox"/> | d) written homework |
| <input checked="" type="checkbox"/> | b) term or other paper(s) | <input checked="" type="checkbox"/> | e) reading reports |
| <input type="checkbox"/> | c) laboratory report(s) | <input checked="" type="checkbox"/> | 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: | | | |
| <input type="checkbox"/> | a) exam(s) | <input type="checkbox"/> | d) laboratory reports |
| <input type="checkbox"/> | b) quizzes | <input type="checkbox"/> | e) field work |
| <input type="checkbox"/> | c) homework problems | <input type="checkbox"/> | f) other (specify): |

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

| | | | |
|--|-------------------------|--------------------------|-------------------------|
| C. Skill demonstrations, including: | | | |
| <input type="checkbox"/> | a) class performance(s) | <input type="checkbox"/> | c) performance exams(s) |
| <input type="checkbox"/> | b) field work | <input type="checkbox"/> | d) other (specify) |

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

| | | | |
|---|--------------------|--------------------------|---------------------|
| D. Objective examinations including: | | | |
| <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:

| | |
|--|--|
| <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. | |
| (eligibility for English 125) (as outcomes for English 252) <input checked="" type="checkbox"/> Writing complete English sentences and avoiding errors most of the time. <input checked="" type="checkbox"/> Using the conventions of English writing: capitalization, punctuation, spelling, etc. <input checked="" type="checkbox"/> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs. <input checked="" type="checkbox"/> Expanding and developing basic sentence structure with appropriate modification. <input checked="" type="checkbox"/> Combining sentences using coordination, subordination, and phrases. <input checked="" type="checkbox"/> Expressing the writer's ideas in short personal papers utilizing the writing process in their development. | I. Ability to recognize and extract quotes from a targeted work as evidence of an assertion. |
| <u>Check the appropriate spaces.</u> <input type="checkbox"/> Eligibility for Math 101 is advisory for the target course. <input type="checkbox"/> Eligibility for English 126 is advisory for the target course. <input checked="" type="checkbox"/> Eligibility for English 125 is advisory for the target course. <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> | |

| | |
|---|--|
| ENGL 1A READING AND COMPOSITION | |
| Write a documented research paper of at least 1000 words that includes: | textual support and support from collegiate-level analyses |
| a sophisticated introduction, multiple body paragraphs, and conclusion | |
| a clearly defined, arguable thesis sentence | |
| supporting details that exhibit critical thinking and use credible secondary sources | |
| correct usage of MLA format, including a works cited page | |
| sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, fragments, and mechanics | |
| controlled and sophisticated word choice | |

| | |
|--|--|
| writing in third person/universal | |
| an avoidance of logical fallacies | |
| demonstrating an awareness of purpose and audience | |
| appropriate and purposeful use of quotations | |
| correct in-text citations | |
| an annotated bibliography of multiple sources | |
| an avoidance of intentional and unintentional plagiarism | |
| Summarize and comprehend college level prose (will include a full reading) | |

ESTABLISHING PREREQUISITES OR COREQUISITES

Every prerequisite or corequisite requires content review plus justification of at least one of the seven kinds below. Prerequisite courses in communication and math outside of their disciplines require justification through statistical evidence. Kinds of justification that may establish a prerequisite are listed below.

Check one of the following that apply. Documentation may be attached.

1. The prerequisite/corequisite is required by law or government regulations.
Explain or cite regulation numbers:
2. The health or safety of the students in this course requires the prerequisite.
Justification: Indicate how this is so.
3. The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.
Justification: Indicate how this is so.
4. The prerequisite is required in order for the course to be accepted for transfer to the UC or CSU systems.
Justification: Indicate how this is so.
5. Significant statistical evidence indicates that the absence of the prerequisite course is related to unsatisfactory performance in the target course.
Justification: Cite the statistical evidence from the research.
6. The prerequisite course is part of a sequence of courses within or across a discipline.
7. Three CSU/UC campuses require an equivalent prerequisite or corequisite for a course equivalent to the target course:
UC Davis, UC Berkeley, UC Santa Barbara

TARGET COURSE _____

Number

Title

BASIC SKILLS ADVISORIES PAGE 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 three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

| | |
|--|--|
| <p>Math Skills (eligibility for Math 101) (as outcomes for Math 250)</p> <p>_____ Performing the four arithmetic operations on whole numbers, arithmetic fractions, and decimal fractions.</p> <p>_____ Making the conversions from arithmetic fractions to decimal fractions, from decimal fractions to percents, and then reversing the process.</p> <p>_____ Applying the concepts listed above to proportions, percents, simple interest, markup and discount.</p> <p>_____ Applying the operations of integers in solving simple equations.</p> <p>_____ Converting between the metric and English measurement systems</p> | |
| <p><u>Reading Skills</u> (eligibility for English 126) (as outcomes for English 262)</p> <p>_____ Using phonetic, structural, contextual, and dictionary skills to attack and understand words.</p> <p>_____ Applying word analysis skills to reading in context.</p> <p>_____ Using adequate basic functional vocabulary skills.</p> <p>_____ Using textbook study skills and outlining skills.</p> <p>_____ Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.</p> | |
| <p><u>Writing Skills</u> (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. |

Check the appropriate spaces.

- _____ Eligibility for Math 101 is **advisory** for the target course.
- _____ Eligibility for English 126 is **advisory** for the target course.
- Eligibility for English 125 is **advisory** for the target course.

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.

Content review completed by _____ Date _____

TARGET COURSE ENGL 48B American Literature: 1877 to present
Number Title

CONTENT REVIEW FOR ALL COURSES IN ADDITION TO BASIC SKILLS COURSES

List in Column 1 at least **three specific major concepts, skills, or kinds of knowledge that a student will learn in the pre- or corequisite or advisory course that are essential to the successful completion in the target course.** In Column 2, state why the skill in Column 1 is essential in relation to the content listed in the course outline of the target course.

| COLUMN 1: Concepts, Skills, Kinds of Knowledge | COLUMN 2: Specifically how this is necessary in the target course |
|---|---|
| <p>(List each prerequisite or advisory separately here. If you need more space, attach a second page B. Be sure to explain each course in Column 2.)</p> <p>Name of prerequisite or advisory course:</p> <p><u>ENGL 1A</u></p> <p>Concepts, skills, etc. (List these.)</p> | |

If the courses listed in Column 1 are advisory, complete the information below and do not go on to the next page.

Advisory course(s): _____

Content review completed by _____
Signature(s) Date

Vice President of Instruction's Signature _____
Date

Please forward this completed form to the Curriculum Committee.

ESTABLISHING PREREQUISITES OR COREQUISITES

Every prerequisite or corequisite requires content review plus justification of **at least one** of the **seven** kinds below. Prerequisite courses in communication and math outside of their disciplines require justification through statistical evidence. **Kinds of justification that may establish a prerequisite are listed below.**

The target course ENGL 48B American Literature: 1877 to present
Number Title

The *proposed* requisite course ENGL 1A Reading and Composition
Number Title

Check one of the following that apply. Documentation may be attached.

- 1. The prerequisite/corequisite is required by law or government regulations.
Explain or cite regulation numbers:

- 2. The health or safety of the students in this course requires the prerequisite.
Justification: Indicate how this is so.

- 3. The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.
Justification: Indicate how this is so.

- 4. The prerequisite is required in order for the course to be accepted for transfer to the UC or CSU systems.
Justification: Indicate how this is so.

- 5. Significant statistical evidence indicates that the absence of the prerequisite course is related to unsatisfactory performance in the target course.
Justification: Cite the statistical evidence from the research.

- 6. The prerequisite course is part of a sequence of courses within or across a discipline.

- 7. Three CSU/UC campuses require an equivalent prerequisite or corequisite for a course equivalent to the target course:

| CSU/UC CAMPUS | COURSE DEPT/NO. | PRE/COREQUISITE NO. |
|---------------|-----------------|---------------------|
| | | |
| | | |
| | | |

Explanation or justification: (Attach information if necessary.)

The prerequisite corequisite ENGL 1A Reading and Composition
Number Title

has been justified for ENGL 48B American Literature: 1877 to present
Target course Number Title

Discipline faculty members: _____

Department Chair: _____ Dean of Instruction: _____

Approved by Curriculum Committee: _____
Curriculum Chair Date

Vice President of Instruction Date