



**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 LIBERAL ARTS LIBERAL ARTS & SCIENCES - AMERICAN STUDIES		
	Pass/No Pass option	X	Certificate of:		
	Pass/No Pass only		Certificate in:		
(6) Advisories:	Eligibility for English 125				
	Eligibility for English 125 and				
(7) Pre-requisites (requires C grade or better):	ENGL 1A				
Corequisites:					
	(10) CSU	Baccalaureate:	X		
	(11) Repeatable: (A course may be repeated three times)				0

(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 and write analytical papers using collegiate-level sources to determine a work's contextual placement, audience, and /or theme.
- II. Outline and describe different movements or progressions in American Literature from 1877 to the present.
- III. Demonstrate comprehension of American Literature from 1877 to the present. Comprehension includes interpretation of the material and application of critical theories, genre conventions, and the vocabulary of literary criticism.
- IV. Describe relationships between literary selections and other disciplines (e.g. psychology, philosophy, sociology, and the arts).
- V. Develop a personal criteria of judgment regarding a work and its merits.

**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, Collins, Ryan
  - 2. Drama: Arthur Miller, Tennessee Williams, Albee, Kushner
  - 3. Short Fiction: O'Connor, Morrison, Updike, Silko, Cheever
  - 4. Novel: Faulkner, Momaday, Morrison, DeLillo, Palahniuk
  - 5. Film: Allen, CGI epics, 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, Efforts should be made to supplement the anthology with complete works such as William Faulkner'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,
- 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.

The American experience is multi-cultural and the various literatures reflect that blend. Works by women and by minority writers are appropriately incorporated into this course. Instructors may determine the degree to which they emphasize multi-culturalism as a theme of the course, but by definition contemporary American literature is multi-cultural and global--a product of the conversation among immigrants, indigenous populations, and the struggles to define our canon.

**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.

<b>A. Writing</b>			
Check either 1 or 2 below			
X	<b>1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</b>		
	<b>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.</b>		
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) Class reports, Blackboard Discussion Fora

**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>B. Problem Solving</b>			
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:**

<b>C. Skill demonstrations, including:</b>			
<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:**

<b>D. Objective examinations including:</b>			
<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:

<b>BASIC SKILLS ADVISORIES PAGE</b> 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.	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.
(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	Identification of citations from a targeted text to support an assertion and correct citation style.  Analytical reading skills that include self-directed research of unfamiliar vocabulary words, summary of a theme, and comparison/contrast with similar work.  Filtering of the same text to answer different questions such as whether or not the text employs metaphors and for what purpose, and the use of symbols to support a theme.

present perfect tenses, and using the correct forms of common irregular verbs.

Expanding and developing basic sentence structure with appropriate modification.

Combining sentences using coordination, subordination, and phrases.

Expressing the writer's ideas in short personal papers utilizing the writing process in their development.

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**

**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)	

**REQUISITES**

**Subject Prerequisite -- ENGL 1A READING AND COMPOSITION**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Write a documented research paper of at least 1000 words that includes:</li> </ul> | <ul style="list-style-type: none"> <li>Study a large selection of diverse samples of literature written by Americans, both indigenous and immigrant.</li> </ul> |
|---|---|

**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