

Course Outline

COURSE: ENGL 5B **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2018 **CURRICULUM APPROVAL DATE:** 04/10/2017

SHORT TITLE: SURVEY AMER LIT

LONG TITLE: Survey of American Literature - 1865 to Present

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

This course is a study of the masters of American Literature and the major trends of literature during the years 1865 to the present. The major trends can include Realism, Naturalism, Modernism, Post-Modernism, etc. (C-ID: ENGL 135) **PREREQUISITE:** Eligible for English 1A.

PREREQUISITES:

Eligible for English 1A

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Interpret and identify literary passages from the major trends in American Literature.
Measure of assessment: Quizzes, essays, activities, journals, class discussions, and responses to out-of-class prompts.
2. Explain the social and historical influences which inform American Literature from 1865 to present.

Measure of assessment: Quizzes, essays, journals, activities, responses to out-of-class prompts.

3. Examine literary techniques that are employed in the works of American Literature.

Measure of assessment: Quizzes, essays, journals, activities, responses to out-of-class prompts.

4. Synthesize and compare texts within a critical framework.

Measure of assessment: Quizzes, essays, journals, activities, responses to out-of-class prompts.

5. Research American Literature within a critical framework (e.g. Biographical Criticism, Structuralism, Deconstruction, Post-Structuralism, Feminism, Marxism, etc.)

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 04/10/2017

17.3 Hours

Content: Introduction to Realism and Naturalism. This can include regionalist writers, such as Kate Chopin, Edith Wharton, Charles Chesnutt, and others, as well as realists and naturalists, such as Stephen Crane, Jack London, Ambrose Bierce, Henry James, and others.

Classwork: short essays or presentations, which may be in modes, such as reader-response, analytical, compare and contrast, literary explications, etc. Students might also take exams.

We will explore the works of female regionalist writers. We will look at how the work reflects prevalent themes or concerns for women during the time period in which these stories were written. Some topics might include gender roles and expectations, the role of the wife in marriage, concepts of marginalization in a patriarchal society, struggles for autonomy, issues of fidelity, male privilege, equal rights, etc.

17.3 Hours

Content: Introduction to Post World War I (e.g. "The Lost Generation") and Modernism. Authors may include F. Scott Fitzgerald, Ernest Hemmingway, T.S. Eliot, Gertrude Stein, E.E. Cummings, William Carlos Williams, Marianne Moore, Robert Frost, Langston Hughes, Paul Dunbar, Zora Neale Hurston, and others.

Classwork: short essays or presentations, which may be in modes, such as reader-response, analytical, compare and contrast, literary explications, etc. Students might also take exams.

We may explore writers of the Harlem Renaissance. Some topics might include racial pride or afro-centrism, assimilation, marginalization/isolation, stereotyping, and other issues of identity including "masking" identity and racial consciousness. We may look at how the music of the time informs the rhythms in poetry. We may also look at the use of dialect and voice in some of the work.

17.3 Hours

Content: Introduction to Post World War II American Literature, including multiculturalism, Feminism, and Post Modernism. Authors in this section may vary. They may include such authors as Allan Ginsburg, Jack Kerouac, Eudora Welty, Sylvia Plath, Adrienne Rich, Yusef Komunyakaa, Saul Bellow, Raymond Carver, Toni Morrison, Rita Dove, Cathy Song, Li Young-Lee, Julia Alvarez, and others.

Classwork: short essays or presentations, which may be in modes, such as reader-response, analytical, compare and contrast, literary explications, etc. Students might also take exams.

Many of the above authors write consciously out of their ethnic identity. Many of them explore their identity in terms of ethnicity, language, and broader concepts of equality and democracy. Many pose the question of what it means to be an "American."

OUT OF CLASS ASSIGNMENTS:

Assignment Description: Out-of Class assignments may include essays, literary explications, reader-response journals, take-home exams, etc.

METHODS OF INSTRUCTION:

Lecture and collaborative learning.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 60.00 %

60% - 80% Essay exams; Term papers; Other: Reading journal, portfolio

Other methods of evaluation

Percent of total grade: 20.00 %

20% - 40% Group presentations & group project

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Belasco and Johnson. The Bedford Anthology of American Literature (Volume 2). Bedford/St.Martin's,2013.

Standard College Literary Anthology

ISBN: ISBN: 978-0312678692

Readers/Anthologies: Baym. Norton Anthology of American Literature (Volumes C,D,E) . Norton,2016.

Standard College Literary Anthology

ISBN: ISBN: 978-0393264555

Recommended Representative Textbooks

Carson McCullers. The Heart is a Lonely Hunter. 2004.

Book is widely used in American Literature courses and is appropriate regardless of publishing date.

ISBN: 978-0618526413

Ernest Hemmingway. The Sun Also Rises . Important Books,2013.

ISBN: 978-8087888155

Toni Morrison. Song of Solomon. Vintage,2004.

Book is widely used in American Literature courses and is appropriate regardless of publishing date.

ISBN: 978-1400033423

William Faulkner. As I Lay Dying . Vintage,1991.

Book is widely used in American Literature courses and is appropriate regardless of publishing date.

ISBN: 978-0812417142

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C2, effective 201470

GAV F, effective 201470

CSU GE:

CSU C2, effective 201470

IGETC:

IGETC 3B, effective 201470

CSU TRANSFER:

Transferable CSU, effective 201470

UC TRANSFER:

Transferable UC, effective 201470

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN: ENGL16

CAN Sequence: XXXXXXXX

CSU Crosswalk Course Department: ENGL
CSU Crosswalk Course Number: 5B
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000298416
Sports/Physical Education Course: N
Taxonomy of Program: 150100